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ABSTRACT

This second of four workshop modules in the Project ASPIRE (Awareness of Sexual Prejudice is the Responsibility of Educators) series deals with developing awareness of how sex-role stereotyping affects the vocational and life-style aspirations and decisions of students. (See Note about other modules.) The module helps workshop participants (1) explore how perceptions of sex roles influence interactions with and reactions to students; (2) explore stereotypes which have historically limited female or male participation in specific occupations; (3) become aware of the present realities of the labor force, of the changing career options for men and women, and of the positive and negative aspects of such choices; and (4) become sensitized to the need for sex fairness in instruction and career guidance. Workshop facilitators are provided with instructional guidelines, participant activities, and supplemental reading materials. Examples of the seventeen participant activities include "Index for Reality," "The Myth and the Reality," and "Design a Sexist School System." Each suggested activity is presented in this format: reference to objective, awareness level, purpose, logistics, materials, time required, process, and variations. It is recommended that at least two activities be chosen to treat each module objective. An appendix contains ten participant readings and one facilitator reference to support specific activities, an index for educators, and a preliminary guide to the assessment and evaluation of sexism in educational contexts. (YLB)

ED185419

ASPIRE Module 2 Sexism in Education

Awareness of Sexual Prejudice Is the Responsibility of Educators

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

When we first learned of the opportunity to write for Women's Educational Equity Act funds, I knew by virtue of my number of years in Livonia Public Schools and the attitudes and practices I had both observed and been privileged to be a part of, that there were a number of people who would be interested in pursuing this project. To that end, I assembled a committee of some twenty persons representative of all phases of the educational system to brainstorm the direction we might take in a proposal. From that group came the basic format which has now resulted in the modules as here presented.

Building from the original group, this project has involved the efforts of some fifty persons, representative counselors, teachers, administrators, parents and students. No project of this dimension could ever be achieved without the careful leadership of a person or persons who understand the objectives and possess the sensitivity necessary to evoke the best from each participant to obtain the major goal. In the case of Project ASPIRE (Awareness of Sexual Prejudice Is the Responsibility of Educators), there are two such people. Mrs. Harriet Shogan, Social Studies Coordinator for Livonia Public Schools, has served as advisor to the project and liaison to my office. This has been invaluable. Of even greater importance, however, have been the expertise and complete dedication of Ms. Barbara Mullally, who was the director of this project. She has even managed to raise the consciousness of those of us who so smugly thought we were already aware.

It goes without saying and yet it must be said that the support of a Superintendent of Schools and a Board of Education is of the utmost importance. That has been accorded us in full measure.

This represents our first effort at the production of material of this nature; we hope it will not be our last. In any event, we are mindful of the fact that no material will stand alone in addressing the many practices of sexual prejudice towards both males and females existent in our society. That must occur within our consciences and behavior. Our thesis has been that an awareness of the former would serve to bring about the latter. We offer these materials as a beginning step in that direction.

Esther B. Heusner
Director of Curriculum
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OBJECTIVES

1. *Participants will explore how perceptions of sex roles influence interactions with and reactions to students.*

2. *Participants will explore stereotypes which have historically limited female or male participation in specific occupations.*

3. *Participants will become aware of the present realities of the labor force, of the changing career options for men and women, and of the positive and negative aspects of such choices.*

4. *Participants will become sensitized to the need for sex fairness in instruction and career guidance.*

Activities are coded to indicate the objectives they address.

It is highly recommended that at least two activities be chosen to treat each objective. Validated activities are presented first, followed by supplementary exercises, which were not tested through Project ASPIRE.

Facilitators are encouraged to design workshops to meet the needs of the particular group with whom they work. Diagnosing these needs by means of an early contract setting activity will allow for appropriate and meaningful planning. Initial sessions should also include an introduction to the group communication rules outlined on page 4.

OVERVIEW

The goal of Module II is to develop an awareness of how sex-role stereotyping affects the vocational and life-style aspirations and decisions of students.

Module II activities will create an awareness of the "hidden curriculum," the set of messages which emanate from a teacher's instruction and response to student behavior, from a student's peers, and from the enforcement of school rules and traditions which serve to outline proper sex-role behavior for the student. Participants will define sex-role stereotyping in the context of an educational setting and will assess their own attitudes and classroom practices. A review of relevant research on practices which have encouraged differential achievement and aspiration patterns for boys and girls will provide a background for such self-assessment. Student observations and interviews will point to the results of emphasizing sex differences in schools as evidenced in the structure of educational organizations themselves, in the segregation of instructional and extracurricular activities, and in the attitudes and behaviors displayed by teachers and other educators.

Participants will take a critical view of societal assumptions and expectations which have traditionally limited participation by both sexes in a wide variety of occupations. They will study the realities of the present labor force, according to U.S. Labor Department statistics. They will examine the tendency toward the acquisition of nontraditional jobs for women and of home and family skills for men in the light of these realities, and become aware of the projections for future work and life styles.

Resulting from the awareness of educators' impact on sex-role development, a desire to intervene in the process will be promoted. To conclude the module, participants will cooperate in listing several techniques in instruction and guidance to assist in eliminating sex-role stereotyping.

FACILITATOR BIBLIOGRAPHY

The following publications are suggested reading for facilitators. It is recommended that there be a substantial amount of background information gathered by facilitators before training sessions are held.

Bereaud, Susan, and Stacey, Judith, eds. *And Jill Came Tumbling After.* New York: Dell, 1974.

Ernest, John. *Mathematics and Sex* (1975). Available from John Ernest, Mathematics Department, University of California, Santa Barbara, CA 93106.

Frazier, Nancy, and Sadker, Myra, eds. *Sexism in School and Society.* New York: Harper & Row, 1973.

Howe, Florence. "Sexual Stereotypes Start Early." *Saturday Review* 54 (October 16, 1971):76.

Sadker, Myra P., and Sadker, David M. *Now Upon a Time: A Contemporary View of Children's Literature.* New York: Harper & Row, 1977.

School Review (February 1972).

GROUP FACILITATION

Effective group facilitation is a complex task involving a number of leadership and human relationship skills. This is particularly true when the group is focused on sexism in the schools, a potentially sensitive and emotionally laden topic. The purpose of this section is to discuss some useful leadership skills and techniques, present a few problems and pitfalls you are likely to encounter, and provide you with some additional resources and references that may be helpful to you.

First, it is important for you as a group leader to examine your own skills, attitudes, and beliefs carefully. Who are you? What are your motives for leading a group on sexism? What are your attitudes and beliefs about sexism? What are your goals for this group? These must be clear! Do you believe in and respect the uniqueness of each participant, and trust that everyone has something to contribute to the group? Are you positive in your approach to the group members--will they perceive that you are for them? Do you feel secure enough about yourself so you can truly listen to others and be accepting of opinions and feelings that differ from your own? Because you will also be a participant in many of the activities you lead, you will learn and grow, and perhaps occasionally be confronted and criticized. Can you model an open and accepting attitude towards negative feelings that are directed to you? It is necessary that you consider these questions before the group begins.

People often have deep feelings, strongly held beliefs, and rigid defenses about the topic of sexism. It is your function to model and create an atmosphere of warmth, trust, and acceptance within the group. Without these conditions being present, individuals are unlikely to temporarily let down their defenses, explore honestly their feelings and attitudes, and participate actively in the group. Some suggestions that are likely to produce a cohesive, well-functioning group include dispensing with unnecessary formalities (use first names), listening attentively to what each group member has to say, clarifying and reflecting what group members have said, but refraining from preaching, evaluating, or moralizing. Resistance is an inherent, vital part of attitude change. Patience and authentic acceptance will best facilitate growth.

Be aware of the power and value of silence--use it effectively. Occasional lapses in discussion may mean that participants are thinking, and sometimes periods of silence give the more reticent members an opportunity to speak. Allow the silence to extend for a minute or so without interrupting it with a comment or question. Notice and acknowledge (when appropriate) group members' nonverbal behavior ("Jack, I've noticed that you have turned your chair away from the group"), encouraging interaction among the participants by pointing out commonalities ("Sheila, you and Sam seem to be concerned about the same issue"). If comments seem to be directed mostly at you, perhaps you are regarded as the authority rather than as an equal member of the group.

Continually examine the group process, and ask yourself these questions: (1) Is the group utilizing its own resources, or are a number of participants inactive and uninvolved? (2) Is there a feeling of freedom and trust in the group that encourages participants to express their real concerns and feelings without reservation? (3) Do group members seem to be holding on to strong feelings that relate to things that have happened in the group? (4) Is the group cohesive, or have cliques and subgroups formed? Your awareness of these group problems may provide an opportunity for you to intervene with strategies to promote a more healthy functioning of the group.

Your role as a group facilitator is to promote cohesiveness and interaction, model good human relations skills, assist in the resolution of interpersonal conflicts, and present the activities suggested in this manual. To do all these effectively you need to develop and practice a number of skills:

"I MESSAGE"--a statement of belief or feelings that demonstrates ownership and responsibility for the message (e.g., "I feel confused," as opposed to "This group sure is confused").

STRUCTURING--providing participants with purposes, procedures, and guidelines for all sessions and activities.

UNIVERSALIZING--pointing out that participants often share feelings and attitudes that they previously may have perceived as being unique to them.

LINKING--pointing out similarities and differences in the comments of group members.

FEEDBACK--letting others know how their beliefs, feelings and behaviors affect us. This is usually most meaningful when it is done in a caring and nonjudgmental way.

REDIRECTING--turning a question back to the group or individual participants.

QUESTIONING--open-ended questions ("How are you feeling right now?") are generally more effective than structured questions ("Are you angry?").

PROVIDING ENCOURAGEMENT--encouragement and reinforcement for participation will increase involvement and group members will soon begin to encourage each other.

SUMMARIZING--it is important to be able to succinctly summarize at various points during the session. This might include the paraphrasing of a participant's comments, or a concluding summary at the end of an activity.

REFLECTING--the identification and "checking out" of group members' feelings will encourage their expression and clarification.

These skills need to be taught to participants during the first meeting. The model you present to the group will be extremely important in assisting individuals in acquiring these skills and in promoting healthy group functioning throughout the training program.

Even the skilled facilitator will occasionally experience difficulties in group leadership. Participants may appear bored or uninvolved in certain activities, and groups often go through stages of development in which hostility and criticism are directed at the leader. It may be helpful to know that these reactions and feelings are not uncommon, and that flexibility in planning and sincere, nonevaluative empathic listening will be useful to you during these difficult periods. The utilization of co-facilitators may also be worth your consideration--the responsibility for the group can be shared, and you also have someone to talk with regarding group problems.

Many difficulties in groups are caused by problems in communication. As leaders, we assume that the words we use will have the same meaning to others that they do to us, and that we will automatically know the meaning of the words that others say to us. Consequently, meanings are misperceived, and confusion results. It is important that we frequently "check out" the messages we receive ("I think you're saying...") and solicit feedback and questions from the group regarding our communication to them ("Would someone like to say back to me in your own words what you think I said?"). Taking the time to clarify communication does not demonstrate lack of skill on our part, but illustrates our understanding of the importance of clear communication for effective group functioning.

The role of the group facilitator can be a difficult and demanding one. However, if you have taken the time to learn about yourself prior to the group's inception, have developed the suggested interpersonal skills, have familiarized yourself with the activities planned for the session, possess a flexible approach to planning, and are perceived by the participants as someone who is "for them," the results are likely to be highly positive for you and the group members. Remember, who you are will be as important as what you know about sexism in making the group a successful learning experience for everyone involved.

Prepared by Dr. Dennis C. Sparks, Livonia Public Schools.

Helpful References

Dinkmeyer, D., and Muro, J. *Group Counseling: Theory and Practice.* Itasca, Ill.: F. E. Peacock, 1971.

Gordon, T. *Teacher Effectiveness Training.* New York: Peter H. Wyden, 1974.

Napier, R., and Gershenfeld, N. *Groups: Theory and Experience.* Boston: Houghton Mifflin, 1973.

Richardson, F., and Island, D. "A Model for Training Workshops and Labs," *The Personnel and Guidance Journal*, 1975, 53(8), 592-597.

Rogers, C. *On Encounter Groups.* New York: Harper & Row, 1970.

Maintenance Activities

Pfeiffer, J. William, and Jones, J. E., eds. *A Handbook of Structured Experiences for Human Relations Training*, Vols. 1-6. La Jolla, Calif.: University Associates, Inc., 1973-76.

CONTENT DEFINITIONS

The following definitions were developed by the staff of Project ASPIRE. They are intended as suggested guidelines for discussion. Facilitators are encouraged to assist participants in adapting definitions to their particular school setting.

Sexism manifests itself in the school setting when human potential for growth and development is limited by the arbitrary assignment of certain traits, abilities and expectations to students solely on the basis of sex, regardless of their attributes as individual people.

Sex-Role Stereotyping is the act of classifying and labeling human beings into fixed gender-based roles which are based upon preconceived perceptions learned in and reinforced by society.

Sexual Identity: One's sexual self-concept in accordance with culturally and biologically determined factors; often setting up limitations and expectations.

Sexual Prejudice and Bias are sets of conscious or unconscious perceptions regarding gender that are based on personal and cultural values and that contain certain qualities:

- Bias may be injurious and/or negative, and may not be based on experience.
- Prejudices may be injurious and rigid, may not be based on prior knowledge or experience, and may be reinforced by institutions and society.

Sexual Discrimination is an overt expression of bias, prejudice and/or stereotyping based on gender, which can exclude or restrict the maximum growth and utilization of an individual's potential and which manifests itself in many different forms.

Androgyny: The concept that people are individual blends of capabilities considered both masculine and feminine according to the traditional stereotypes. People of either sex can have both "masculine" or "feminine" characteristics. An androgynous person could adapt more easily to different situational demands by behaving in a manner consonant with the situation regardless of whether the behavior falls within the usual sex-role stereotypes.

PROCESS DEFINITIONS

Frequent reference is made to the following group process strategies throughout the training module. Facilitators are encouraged to incorporate these and other familiar strategies into training sessions, adapting to the needs of the participating group.

Brainstorming: A widely-used problem-solving tool which encourages participants to use their imaginations and be creative. It helps elicit numerous ideas focused on a given topic. Quantity is encouraged. Quantity eventually breeds quality. After a question is posed by the facilitator, participants call out or list any and all ideas without taking time to comment or evaluate. The ban on evaluation is then lifted and groups or individuals work to build upon or modify the ideas generated into a specific theme suggested by the facilitator.

Whip: A simple and rapid means for participants to identify their own reactions and those of others. The facilitator poses a question to the group and provides a few moments for thought. Then the facilitator "whips" around the group, inviting brief, succinct answers. Participants may choose to pass.

Values Voting: A strategy which provides participants an opportunity to publicly affirm feelings and opinions surrounding a discussion topic by voting. As a question is presented, prefaced by "How many of you...," participants express agreement with a raised hand, disagreement with a thumbs-down gesture, and indecision by folding their arms. Varying degrees of intensity of feeling may be expressed by exaggeration of the gestures.

I Learned Statements: A closure strategy to assist participants in processing personal learning gained through one or more activities. Participants respond in writing or in a group to such sentence stems as:

- I learned...
- I discovered...
- I was surprised that...
- It was confirmed for me that...
- I was reminded that...

Sharing such statements is, of course, optional.

Rank Order: A strategy used to clarify participants' feelings or values by prioritizing a list of three or more ideas, objects, feelings, etc. in relation to a question posed by the facilitator. Follow-up discussion is optional.

Fishbowl: A discussion strategy which encourages group listening. A group forms two concentric circles. The inner circle is the focus as participants share ideas centered on a topic assigned by the facilitator. The outer circle members may participate in two ways:

a) By listening, without interruption.

b) By involving themselves in the discussion individually. This can only occur when one empty seat has been established as part of the inner circle. The speaker must take that seat, express his/her thoughts, and return to the outer circle.

SETTING PATTERNS FOR COMMUNICATION

As groups embark on a learning process, especially one which focuses on a sensitive and emotionally laden issue, essential patterns for communication must be established: communication with self and with others. Both are vital if awareness of sex-role stereotyping is to be increased and professional insights are to be gained.

A Personal Journal

A personal journal will provide participants with an introspective record of their insights as they become aware of the influence sexual prejudice has had on their lives and the lives of their students. Writing is a way of assimilating new information into a meaningful, workable frame of reference. Focus questions suggested throughout the modules will aid participants in using this medium in the most meaningful way. Participants will be invited to share their writings but will always have the option to pass.

Group Communication Skills

Interpersonal communication skills are another essential if growth is to occur. Establishing "rules" for communication facilitates the discussion of sensitive issues. *It is strongly recommended* that the following rules be introduced, practiced and modeled in all workshops designed with the help of these training modules, regardless of the length of time allotted. These help to create a climate of trust and acceptance.

1) Active listening

   Listening to another, not rehearsing or judging his/her words.

   Attending--listening with one's body (eye contact, proximity, facing speaker, etc.).

   Reflecting what one hears (paraphrasing) and what one senses, noting verbal and nonverbal clues.

   Asking questions which invite speaker to elaborate on his/her thoughts and feelings rather than answer with yes/no or with insignificant details.

2) Clear, direct communication

   "I" messages express the speaker's feelings in a nonjudgmental way. "I am disappointed that you're late" or "I am surprised to hear you say that!" This avoids blaming another for one's feelings or

behavior as in "You've made me late!" or "You can't really feel that way!" The speaker owns and takes responsibility for his/her feelings and opinions.

Discussion of ideas in order to clarify points of view, rather than *debating* issues to the point of winning/losing.

Expressing respect for all ideas--one's own and others'. Avoid:

- Killer statements: "I don't believe you said that!"
  "You're a fool if you believe that!"
- Suicide statements: "This is going to sound dumb but..."
  "I'm not too smart in this area but..."

3) An option to pass

This option should be understood and frequently reiterated during sessions. The choice of privacy should *never* be questioned.

Interaction guided by these rules will generate introspection and personal sharing in an open, caring, safe environment. Participants will get to know one another as individuals--a process that will certainly facilitate learning.

ACTIVITIES

PERSONAL UNFOLDMENT AND GROUP RECALL

OBJECTIVE Warm-up

AWARENESS Low

PURPOSE

To begin the development of an open and trusting environment through self-introductions and group recall.

To stimulate self-awareness regarding the development of participants' sexual identity

15

LOGISTICS

Total group seated in a circle facing each other. (15-20 suggested maximum)

MATERIALS

None

Time Required

2 hours

PROCESS

1. Facilitator asks each participant to speak for 5 minutes, without interruptions, about him/herself, focusing on the following questions. Facilitator models by speaking first.
   a) What key influences in your life have helped to shape you?
   b) What do you like most about being a male/female?
2. When all group members have spoken, facilitator directs the group to focus on one member at a time, recalling as many facts or impressions as possible. The focus person listens without comment.
3. At the conclusion of the activity, facilitator invites participants to share their feelings about the experience.

VARIATION

1. Additional focusing questions may include:
   a) When are you happiest being a male or a female?
   b) When are you most unhappy being a male or a female?

LET'S GO BACK

OBJECTIVE 1

AWARENESS Low

PURPOSE

To help participants recall their own school experiences.

To help participants become aware of the messages educators send to students regarding sex roles in the classroom.

LOGISTICS

Total group seated randomly in comfortable positions

MATERIALS

Participants - None

Facilitator - Guided Fantasy Script

(Fantasy Script included in Appendix)

Time Required

45 minutes

PROCESS

1. Facilitator prepares participants through a relaxation exercise.
2. Facilitator asks participants to fantasize a typical elementary day as it might have existed for them. This may be a mixture of memory and fantasy.
3. Using a quiet, relaxed tone, facilitator guides the fantasy by asking questions that pinpoint potential sex-role stereotyping. A suggested guide is included in appendix.
4. After the fantasy, facilitator allows a moment or two for participants to recuperate. Facilitator then helps the group to process the experience by having the participants complete the following sentence stems.

   During the fantasy:

   I was surprised that I ...
   I noticed that I ...
   I became aware that I ...

   The responses are shared with the group.
5. Facilitator directs the participants to quickly relive the fantasy as a member of the opposite sex. Participants WHIP* around the circle responding to the question, "How would your day have been different if you had been a member of the opposite sex?"

* See definitions

INDEX FOR EDUCATORS -- TALLY

OBJECTIVE 1

AWARENESS Medium

PURPOSE

To become aware of personal behaviors which reflect sex-role stereotyping.

17

LOGISTICS

Total group seated in horseshoe for viewing display board

MATERIALS

Display board
Completed "Index For Educators"

See Appendix for all readings listed.

Time Required

45 minutes during inservice

25

PROCESS

1. Facilitator distributes "Index For Educators"* at the end of an inservice session, directing participant to make observations at work setting.
2. At the following session, facilitator displays reaction scale as listed on index. Choosing one index question, s/he asks participants to speculate about the group responses by approximate percentages. For example:

   "Consider question one. What percentage of the group will respond, 'always'? What percentage will say, 'sometimes'?"
3. Facilitator records percentages and then requests a show of hands for true responses. Allowing a brief period for discussion, facilitator continues on to consider 5 or 6 other questions.
4. Interaction among group members should be especially encouraged in this activity. Admitting stereotyping can be difficult and can cause defensive interaction to take place. Careful listening and empathic reflection will facilitate discussion.
5. Discuss results with focus questions:
   a) Which question evoked the strongest feeling in you?
   b) What kind of reaction was it -- positive, negative, or neutral?
   c) What is the most objectionable question?
   d) What was this experience like for you?
   e) How did you observe the group experiencing this exercise?

VARIATION

1. Using a VALUES VOTING** format, participants respond to index questions. Use the focus questions listed above.

* Appendix
** See definitions

26

SENTENCE STEMS

OBJECTIVE 1

AWARENESS Low

PURPOSE

To generate a listing of specific examples of sex-role stereotyping.

To help participants examine their own attitudes toward student behavior.

LOGISTICS

Small groups (3-4) seated at tables

MATERIALS

Sentence Stems (List A or B)
- List A - Low Risk
- List B - Medium-High Risk

Newsprint
Markers
Display board

Time Required

45 minutes

PROCESS

List A - Low Risk

1. Facilitator prepares a newsprint sheet for each group, headed with a sentence stem.
2. In small groups, participants brainstorm responses to the sentence stem assigned to their group. The "people" heading allows participants to identify many ideas in an impersonal, non-threatening context.
   a. People get upset when they see a girl ....
   b. People think that boys should never ....
   c. People respond to crying boys by ....
   d. Girls are annoying to people when ....
   e. People get upset when they see a boy ....
   f. People think that girls should never ....
   g. People think aggressive girls ....
   h. Boys are annoying to people when ....
   i. People admire girls for their ....
   j. People admire boys for their ....
3. Lists are posted and read aloud by a member of each group Discussion ensues.
4. To summarize, facilitator instructs participants to formulate several statements which articulate messages students are receiving, e.g., "Be dependent," "Be competitive," "Be unemotional." These are recorded and posted.
5. Facilitator invites participants to share any feelings experienced during exercise.

SENTENCE STEMS - (continued)

OBJECTIVE _____
AWARENESS _____

PURPOSE

19

LOGISTICS

MATERIALS

Time Required

PROCESS

List B - Medium to High Risk

1. Facilitator distributes a listing of sentence stems to each participant. Participants individually complete the sentence stems, recording initial impressions.
   a. I get upset when I see a girl ....
   b. I have learned that boys should never ....
   c. I respond to crying boys by ....
   d. Girls are annoying to me when ....
   e. I get upset when I see a boy ....
   f. I have learned that girls should never ....
   g. Aggressive girls ....
   h. Boys are annoying to me when ....
   i. I admire girls for their ....
   j. I admire boys for their ....
2. In groups of 4, participants share responses to several sentences designated by the facilitator.
3. Facilitator assists participants in focusing on each sentence stem for 5-8 minutes -- then moves to another question.
4. After discussion of several sentences, participants reflect individually on the discussion and make note in their journal of any discoveries. Facilitator invites reactions or sharing of discoveries.

Adapted from an exercise developed by: Minnesota Resource Center for Social Work Education, *Sex Role Stereotyping: Implications for the Human Services*, 1973.

WHAT'S THE DIFFERENCE?

OBJECTIVE 1/4

AWARENESS Low-Medium

PURPOSE

To focus on observable differences in behavior between males and females.

To become aware of recent research surrounding sex differences in academic achievement.

20

LOGISTICS

Small, mixed groups of 4-5, initially. Total group, later.

31

Time Required

1½ hours

MATERIALS

Newsprint entitled:
boys.../girls...
Display area
Markers

Golden, G., & Hunter, L., In All Fairness: A Handbook on Sex Role Bias in Schools

*Reading #1 - "Sex Differences in Academic Ability and School Achievement."
Reading #2 - "Research Studies with Implications for Educators/Parents."
Reading #3 - Horner, "A Bright Woman is Caught.... Success."

PROCESS

1. In small groups, participants BRAINSTORM** a list of general behaviors they observe in male and female students. These are recorded on newsprint and posted for total group's viewing. Suggested focus questions are:
   a) What do you observe in boys' behavior?
   b) What do you observe in girls' behavior?

   Participants focus on their home and work settings to respond.
2. Facilitator posts the lists; a representative from each group explains the list briefly. Participants listen without interruption.
3. Facilitator invites group to identify patterns evident in the total observations. A listing is made.
4. Facilitator distributes copies of Reading #1* and allows time for independent reading. (Approx. 20 minutes)
5. Participants form small teaching level groups and share responses to the research summary. Suggested focusing questions:
   a) I was surprised to learn ....
   b) I became aware that ....
   c) It was confirmed for me that ....
   d) I feel ....
6. Facilitator distributes Readings #2 and #3 for individual reading.

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* Appendix
** See definitions

TRIGGER FILMS

OBJECTIVE 1

AWARENESS Medium

PURPOSE

To more clearly define the meaning of "sex-role stereotype."

To identify evidence of sex-role stereotyping in schools.

21

LOGISTICS

Total - seated for film viewing

Small groups (3-4) for film reaction

Time Required

One hour

MATERIALS

Listing of film vignettes to post.

FILMS: Choose 2

1) I Is For Important - sex-role stereotyping in social interactions and emotional expression.

2) Anything They Want To Be - sex-role stereotyping in intellectual and career-oriented activities.

(cont.)

PROCESS

1. Facilitator introduces film with comments regarding the unintentional nature of much sex-role stereotyping which occurs in schools. S/he describes film and instructs participants to look for examples of such stereotyping in the film.
2. After viewing, participants discuss each vignette in small groups. A posted list briefly describing each vignette will facilitate discussion.
   a) Which scene had the most impact on you?
   b) Identify the feelings it evoked.
   c) Do you recall similiar experiences in your past life as a student?
   d) Identify the stereotype evident in the vignettes.

Two suggestions for better discussion focus:

Present questions one at a time.
Choose different questions for reaction to each film.

VARIATIONS

1. Before viewing film, facilitator instructs participants to be aware of differentiated positive reinforcement given to males and females. Using the illustrated tally sheet, participants record their observations for later discussion. As a processing activity, participants form small groups (3-4 members) and respond to the following questions.
   a) What reinforcement patterns do you observe for females? For males?
   b) Using an example from the film -- how could this stereotyping have been avoided?

TRIGGER FILMS - (continued)

OBJECTIVE _____
AWARENESS _____

PURPOSE

PROCESS

VARIATION - (continued)

2. Utilizing film's vignette format, facilitator stops film between each scene and assists participants in identifying the evident stereotype. Suggestions for alternative sex-fair responses may be elicited.

TALLY SHEET

Type of Activity Reinforced by Teacher:	Number of Times Teacher Reinforces Positively	
	GIRLS	BOYS

LOGISTICS

MATERIALS

3) Hey, What About Us - sex-role stereotyping in physical education.

Films available through:

Extension Media Center
2223 Shattuck Ave.
Berkeley, Calif. 94720
(415) 642-0460

Allow at least 3 weeks for arrangements.

Time Required

THE MYTH AND THE REALITY

OBJECTIVE 2/3

AWARENESS Low-Medium

PURPOSE

To become aware of statistics surrounding women in the work force.

To dispel myths concerning women's abilities and characteristics as workers.

To dispel the myth that "things are getting better."

23

LOGISTICS

Small groups (4-5).
Display board.

Time Required

1½ hours

37

MATERIALS

Display board
*Reading #4 - "Facts Educators Should Know About Women Workers."
Reading #5 - "What You Should Know About Women."
Reading #6 - "Facts About Women Workers," compiled by N.E.A.
Reading #7 - Crowley, Levitin, Quinn, "Seven Deadly Half-Truths About Women."

PROCESS

1. In small groups, participants BRAINSTORM** statements reflecting stereotypes concerning women and work (e.g., "A woman's place is in the home," "Women's emotions restrict their abilities as managers," "Things are getting better"). Statements are listed and then posted for total group to see. Facilitator may also choose to post those stereotypes included in Reading #1 and invite others from group.
2. Facilitator chooses 2 of 3 possible readings (#4, #5, or #6) to distribute. Time is allotted for independent reading and small group discussion in order to dispel many of the statements listed. These can be crossed off as they are discussed.
3. Facilitator presents the following stimulus questions for small group discussion:
   a) Which facts had the most impact on you? Describe your feeling.
   b) Why are women focused in occupations such as secretary, teacher, nurse?
   c) What impact might this knowledge have on
      --student life-style decisions?
      --student career aspirations?
      --student educational plans?
4. Facilitator distributes #7 for independent reading.

* Appendix

** See definitions.

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THE MYTH AND THE REALITY - (continued)

OBJECTIVE _____
AWARENESS _____

PURPOSE

LOGISTICS

MATERIALS

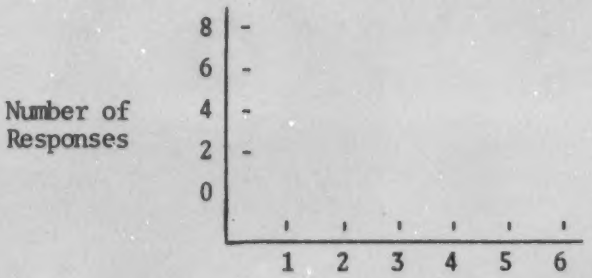
39 **Time Required**

PROCESS

VARIATION - (For group with a low level of awareness)

1. Opinionnaire*
   a) Facilitator distributes the attached "Opinionnaire" to participants and requests that they complete it.
   b) After everyone has completed the "Opinionnaire," facilitator takes each item individually and plots the number of "I agree" responses to items.

      The chart might look like this:



   c) Beginning with Item 1, facilitator states to the group the "reality" of the item.
   d) After pointing out the "reality" for each "myth," facilitator distributes to participants their copy of the "realities" as a future source of reference.

* Today's Changing Roles, an approach to non-sexist teaching developed by Educational Challenge, Inc., for Resource Center on Sex Roles in Education. The National Foundation for the Improvement of Education, Washington, D.C., 1974.

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OBJECTIVE _____

AWARENESS _____

PURPOSE

25

LOGISTICS

MATERIALS

Time Required

PROCESS

VARIATION - (continued)

2. If available, facilitator presents locally compiled data summarizing follow-up studies on educational and occupational directions of high school graduating classes for the previous two or three school years. The following information, differentiated by sex, will provide data for adequate pattern studies.

   Educational Activities

   Full and part time enrollment
   Two and four year colleges
   Fields of study

   Occupational Activities

   Full and part time employment
   Areas of employment

   Marital Status

OPINIONNAIRE

Directions: Read each item. Indicate whether you agree with the statement by checking the appropriate column.

AGREE	DISAGREE		
____	____	1.	A woman's place is in the home.
____	____	2.	Women are not seriously attached to the labor force; that is, they work only for extra "pin money."
____	____	3.	Women are absent from work more than men because of illness; therefore, they cost the company more money.
____	____	4.	Women don't work as many years or as regularly as men; their training is costly and largely wasted.
____	____	5.	When women work, they deprive men of job opportunities; therefore, women should quit those jobs they now hold.
____	____	6.	Women should stick to "women's jobs" and should not compete for "men's jobs."
____	____	7.	Women don't want responsibility on the job; they would prefer not to have promotions or job changes which add to their load.
____	____	8.	Children of working mothers are more likely to become juvenile delinquents than children of non-working mothers.
____	____	9.	Men don't like to work for women supervisors.
____	____	10.	Housewives are happy women.
____	____	11.	Education is wasted on women.
____	____	12.	Women have a higher turnover and absenteeism rate than men.
____	____	13.	Women get married, then quit work.

STUDENT VISIT

OBJECTIVE 1/4

AWARENESS Medium-High

PURPOSE

To listen to and talk with students presently attending local schools in order to ascertain the effects of sex-role stereotyping on their career aspirations.

27

LOGISTICS

5-6 students and facilitator seated in a circle with participants surrounding

MATERIALS

None

Time Required

1 hour

PROCESS

1. Facilitator invites 5-6 high school students* to participate in student fishbowl, informing them of format and possible issues to be discussed.
2. Facilitator reminds participants of rules for the FISHBOWL Strategy.**
3. After each student has introduced him/herself, facilitator poses the following questions and asks each to respond.
   a) What is one thing you like about being your gender?
   b) What is one thing you dislike?
   c) Can you recall advantages/disadvantages about being your gender in school?
   d) In 10 years what would you like to be doing?
   e) What is one thing you would like to say to educators?

   The FISHBOWL continues for approximately 30 minutes.
4. Training participants are then invited to ask questions pertaining to sex-role stereotyping. A dialogue may ensue and should continue its focus on student responses.
5. Lastly, students are invited to ask questions of educators.
6. If possible, facilitator ends the activity with an informal milling to encourage individual interaction between students and educators.

* A cross-section of student population elicits the most realistic responses. Enlist the help of high school educators in student selection.

** See definitions

WHAT CAN WE DO?

OBJECTIVE 4

AWARENESS High

PURPOSE

To determine active measures of eliminating sex-role stereotyping in instruction and guidance.

To gain insight into the manner in which males and females are taught proactive/reactive responses.

LOGISTICS

Total group

MATERIALS

Newsprint
Markers
Reading #8 - "A Perspective on the Need for Nonsexist Curriculum"
Reading #9 - "Avoiding Sex-Role Stereotyping In Guidance And Counseling"
Reading #10 - "Activities to Eliminate Sex-Role Stereotyping"

Time Required

1½ hours

PROCESS

1. Facilitator distributes Readings #8 and #9 and allows time for independent reading. Reading #10 is also distributed.
2. Facilitator introduces the term "proactive" and differentiates it from "reactive."* In relating these terms to an educational approach for eliminating sex-role stereotyping, the facilitator invites participants to develop techniques for instruction and guidance which anticipate needs and realistically prepare all students, both males and females, for a satisfying life over which they have control.

   Examples:
   - -- self awareness and decision making instruction
   - -- skill and interest inventories for males and females
   - -- sharing of job market and work force statistics
   - -- instruction of home and family care to both sexes.

   Positive steps to be taken are listed on a chart entitled "DO..."; the list should include positive intervention steps. Another chart entitled "DON'T..." will list practices which should be eliminated, e.g., lining up students by sex, delegating all secretarial tasks to females, etc.
3. In small groups divided according to teaching level, participants brainstorm both methods under the titles of "DO..." and "DON'T..." to be used in their specific instructional situation.

* A proactive method would be one which anticipates a need to be met, whereas a reactive method occurs in response after the need has surfaced.

PURPOSE

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LOGISTICS

MATERIALS

Time Required

PROCESS

4. Each participant chooses one proactive technique and sets a measurable goal in order to begin to effect change. Facilitator directs a discussion of successful goal setting techniques to assist participants in setting appropriate and achievable goals. Plans are made for goal update at next session.*

VARIATION

To review goals at a follow-up session.

* If no follow-up sessions are planned or support partners are chosen in order to structure goal review, participants may record goal and target date and make plans to review by mail with support partner when goal is achieved. Another option is the distribution of post cards.

SUPPLEMENTAL ACTIVITIES

CONTRACT SETTING

OBJECTIVE Warm-up

AWARENESS Low-High

PURPOSE

To build a mutually agreeable contract between participants and trainers.

To bring to surface critical concerns and key questions of participants and trainers.

To set ground rules for sessions, including norms such as honesty, and procedures, such as beginning and ending times.

To build trust, openness, and honesty among participants and with trainers.

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LOGISTICS

Room large enough for small groups, or separate rooms. Chairs in circle, each small group with its own chart pad, markers, and masking tape.

MATERIALS

Small pad
Chart pad
Felt tip markers
Masking tape

Time Required

1 to 3 hours

51

PROCESS

1. Facilitator asks participants to list the goals and objectives they want accomplished by the end of the sessions. The task may be posed as follows:

   "If this training program was extremely successful for you, what would you want accomplished by its end for yourself? What questions would you want answered? How would you like to feel? What would you like to believe? What would you like to have happen in this small group?"

   Answers are shared and are written on chart pad. When a range of answers has been written on the large pad, the group is asked to look for agreements and apparent priorities. If there is time, a consensus list can be developed that sets objectives for the session.

2. The facilitator is not passive during this time. S/he can suggest her or his objectives and desired outcomes. During this process, or at the end, the facilitator reviews the objectives and assesses whether the training program as presently designed or as possibly modified can meet group needs. The facilitator honestly shares with the group which objectives s/he considers to be achievable and nonachievable. This is an important part of the contract-building process in which the facilitator is honest with the group and makes no false promises about what the training program can deliver.

3. To identify group resources, participants and trainers share the resources they bring to accomplish the group objectives. Resources can include information, skills, openness, discipline, promptness, etc. Facilitators should make note of the resources in the group and be willing to use those resources as appropriate in the training experience.

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CONTRACT SETTING - (continued)

OBJECTIVE _____

AWARENESS _____

PURPOSE

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LOGISTICS

53

Time Required

MATERIALS

PROCESS

VARIATION

1. Facilitator utilizes statement of intent. If a group is large, some words need to be said to the whole group prior to division into small groups. Opening remarks may sound as follows:

   "In trying to deal with a complex issue such as sexism, we have learned that we as trainers and you as participants bring a great variety of concerns, questions, and resources to the task. In order that we might get better acquainted, share our concerns, recognize our questions, and identify the multiple resources that are in the room, we suggest that we begin our program by building a contract with each other. This contract will set the foundation for our work together. We will divide into a number of groups, each with its own facilitator, and the contract building will occur within those small groups."

   Facilitator then divides the group by a prearranged method (by sex or some other criterion). If the division is by sex, the men's and women's contracts should be placed side-by-side at the conclusion of the experience and any glaring differences that would affect women and men working together should be adjudicated. If the group is not divided along sex lines, the need for this comparison is not as great. Only glaring differences, which usually do not exist, need to be addressed.

Credit: Mary M. Campbell & Robert W. Terry, Handbook of Training Activities to Combat Sexism in Education. Program for Educational Opportunity, University of Michigan, Ann Arbor, Michigan.

HOW DOES SEXISM LOOK?

OBJECTIVE 1

AWARENESS Low

PURPOSE

To provide participants with an opportunity to explore the meaning of sexism in a non-cognitive way.

To develop a collage of sexism in an organization from differing points of view.

To check out participants' understanding of the meaning of sexism.

35

LOGISTICS

10-15 participants seated to allow for collage construction

MATERIALS

Construction paper
Magic Markers
Scissors
Paste
Old magazines
Yarn
Any other materials for a collage

Time Required

½ hour to 1 hour

55

PROCESS

1. Facilitator explains that each participant is to make a picture of "sexism in his/her school setting." They may use any of the materials available, but may use no words on the picture. They may write their definition of sexism on the reverse side of the picture.
2. Allow about 20 or 30 minutes for construction of collages.
3. When collages have been completed, facilitator gathers total group in a circle. Each participant shares his/her picture and definition with the group.
4. Facilitator leads group in discussing:
   a) What accounts for the differing understanding of "sexism"?
   b) What assumptions about the world are evident in the pictures?
   c) Do the pictures accurately reflect their understanding of sexism in their organization?

Note: This activity can be short or long depending on the amount of time available and the purpose for which it is used.

VARIATION

This activity can be used as both an initial diagnostic tool and an assessment of learning at the conclusion of training.

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OBSERVING A SCHOOL COMMUNITY

OBJECTIVE 1

AWARENESS High

PURPOSE

To diagnose the participants' school system and to identify sexist structures and practices in the educational setting.

To recognize the limitations placed on students because of sexist structures and practices.

LOGISTICS

One to two participants per observation

Time Required

1-2 hours

MATERIALS

"Guide to the Assessment and Evaluation of Sexism in Educational Contexts"*
Pencil
Pre-arranged school observation

PROCESS

1. Each participant makes an observation of the school in which s/he works, using the observation form. Before observation is made, time should be allotted for reading and reviewing the guide as a total group. Participants report back at the following session.
2. After the observation, participants return to the large group and discuss findings.
   Suggested focus questions:
   a) In what ways were the schools sexist or non-sexist?
   b) Where should change efforts be concentrated?
3. Discuss reactions of participants to observations.

VARIATION

If a school observation is impossible, a video tape may be substituted.
If a video tape is used, some questions must be eliminated.

* Available in Appendix

DESIGN A SEXIST SCHOOL SYSTEM

OBJECTIVE 1

AWARENESS High

PURPOSE

To explore the dynamics of institutional sexism and to give participants an opportunity to use a conceptual framework for defining sexism.

To check participants' understanding of the dynamics of institutional sexism.

To provide practice in critical thinking about institutional sexism.

37

LOGISTICS

Small groups (6-8)

MATERIALS

"Design a Sexist School System" worksheets
Newsprint and magic markers for each small group
"Facilitator's Direction Sheet"

Time Required

2½ to 3 hours

PROCESS

High Risk

1. Facilitator explains to the group that they are going to perform a group task in designing a sexist school system. Facilitator reads the directions from the worksheet to the entire group.
2. Facilitator informs groups that they have about 1/2 hour to complete the task and that each group will share its "mythical sexist school system" with the total group.
3. During the report-out, facilitator allows each group to share its "school system." Only questions for clarification are permitted.
4. After all the groups have reported, facilitator announces that there will be another round of reporting. During the second round, participants are directed to compare and contrast the practices of their mythical school system to those which exist in their school system in reality.
5. Allow 30 - 45 minutes to complete this task.
6. During the second report-out, it is beneficial to have an inside member from the system act as a reality check as this part of the activity can generate frequent denial. Other group members can serve this purpose also.
7. After each group has reported out, facilitator will have newsprint lists of the areas in the school system which are sexist. This can serve as a first-cut diagnosis.

Note: This last part of the activity can become very lengthy when participants begin to discuss, debate, and argue each point. Facilitator must conduct this interaction. This decision depends on the time and the goal of the activity. However, facilitator should be aware that participants will feel somewhat resentful if all discussion is prohibited.

Credit: Mary M. Campbell & Robert W. Terry, Handbook of Training Activities to Combat Sexism in Education.

DESIGN A SEXIST SCHOOL SYSTEM WORKSHEETS

Design a Sexist School System

Your task is to design a sexist school system in a way that can be justified or appear as socially acceptable to the community at large. As a start, the following are lists of items for you to consider in such a design. Be as specific as possible in describing how you would build sexism into the way the system would operate. Include assumptions on why it is sexist.

Definition of Sexism

Sexism exists when any one sex group intentionally or unintentionally inequitably distributes resources, refuses to share power, maintains unresponsive and inflexible institutional procedures and practices, and imposes gendercentric culture on any other sex group for its supposed benefit and justifies its actions by blaming the other sex group.

Definitions

Culture: The set of values, meanings, shared orientations, standards, assumptions that people draw on to make sense out of their experiences.

Power: The ability to accomplish individual and/or group goals, usually requiring the overcoming of some resistance.

Institutional procedure and practices: The mechanisms that structure and regularize how tasks get accomplished.

Resources: The material goods like land, money, possessions or valued aspects of life like status and education that can be distributed among people.

Check List

Culture

* Expectations or norms about social clubs, informal contacts outside the organization?
* What are norms for appropriate dress, language?
* Method of problem solving?
* Way emotions are handled or allowed?
* Model for perfect or ideal employee?
* Model for the perfect or ideal student?
* Teachers' lounge?
* Counseling process for students?

DESIGN A SEXIST SCHOOL SYSTEM WORKSHEETS - (continued)

Power

* Who has budget responsibility?
* Who has control of curriculum design?
* Who gets to make what decisions at what level?
* Who gets to see confidential memos or "closely held" numbers?
* Who can hire and fire?
* Personnel?
* Board of Education?
* Who decides on suspension and disciplinary policy?
* Who decides who gets to use athletic equipment?
* Student leadership: who has it?
* Who controls student leaders?

Resources

* Who gets the "good" jobs?
* Who gets to travel?
* Who gets to go to training programs or conventions?
* The good offices, classrooms, and accouterments--what criteria and who gets them?
* Where are high powered jobs located?
* Ten year projections for plant location?
* "Fast-track" for moving up in system--race/sex distribution?
* Who gets best supplies, classrooms, athletic equipment?
* Budget for athletics?

Procedures and Institutional Practices

* Job openings, level, location, function?
* Job specification and requirements?
* Recruiting practices?
* Application form?
* Testing?
* Oral interview?
* Decision to hire, fire?
* Orientation, retention, promotion?
* Reward system?

PIONEERING

OBJECTIVE 2/3

AWARENESS Low-Medium

PURPOSE

To display non-traditional activities or "breakthroughs" for either sex.

40

PROCESS

1. Participants will contribute pictures or articles from current printed material to demonstrate "atypical" role behavior, e.g., an article on a male nurse, a female mechanic or truck driver, etc. Articles discovered throughout the training will be shared with the group.
2. Facilitator will use these articles to discuss how these individuals diverge from the "accepted" sex role. The articles will provide opportunities to understand advantages, disadvantages, rewards, and struggles related to non-traditional choices.

LOGISTICS

Ongoing display

63

MATERIALS

Bulletin Board/Scrapbook
Magazine or newspaper articles

Time Required

Adequate discussion time (5 min.) during warm-up

64

PICTURE THIS

OBJECTIVE 2/4

AWARENESS Low

PURPOSE

To examine how we may stereotype the professional future of boys and girls.

41

LOGISTICS

Facilities for individual writing
Small group (3-4)

MATERIALS

A magazine picture of a 5 - 6 year old girl.
A magazine picture of a 5 - 6 year old boy.
Paper and writing utensils

Time Required

30 - 35 minutes

65

PROCESS

1. Facilitator shows participants both pictures and asks them to write a short paragraph outlining what they see in each child's future. Both personal and professional futures should be covered.
2. Facilitator instructs participants to privately compare their futures for these two children and answer these suggested questions:

   Which child will most likely:

   a) make the most money?
   b) work the longest number of years?
   c) stop working for various periods of time?
   d) get promoted first?
   e) be promoted the most?
   f) get ulcers or have a heart attack?
   g) stay home when the children are sick?
   h) "need" a job?
   i) be interested in a "nice place" to work?
   j) be able to handle considerable responsibility?
3. In small groups of 3 or 4, participants share their stories and then respond to focus questions:

   a) What differences appeared in the predictions for males and females? Identify several.

   b) What similiarities existed?

   c) What can be said about these assumptions? Are they valid? On what information are they based?

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PANEL

OBJECTIVE 3/4

AWARENESS Medium-High

PURPOSE

To familiarize the group with non-traditional occupations and life styles.

To increase participant awareness of the advantages, disadvantages, rewards, and struggles related to non-traditional roles.

42

LOGISTICS

Total group 10 - 15 seated in a circle. Panel members included.

67

Time Required

2 hours

MATERIALS

Speakers who are now, or have been, employed in non-traditional jobs or who have a non-traditional life style (single parent, househusband, single)

PROCESS

1. Facilitator arranges visit by panel consisting of 2 - 3 people employed in non-traditional occupations or engaged in a non-traditional life style, e.g., a woman employed in industrial sales management or a non-traditional skilled trade; a male employed in a helping profession in a non-managerial role or a male homemaker. A list of focus questions will assist panel members in formulating their remarks.
   a) How did you make your career/life style decision?
   b) What type of bias have you encountered due to your non-traditional choice?
   c) Were there any personal insights you gained through this process?
   d) What might you tell educators that would assist them in effectively guiding students with whom they work?
   e) What was most difficult about living out your choice? Most rewarding?
2. Each speaker may be given a period of time to discuss her/his occupation or life style. Participants may question the speakers after presentations.
3. After panel members disperse, participants react to the presentation, using <u>one word</u> which describes their reaction to the presentation.

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STATISTICS

OBJECTIVE 3/4

AWARENESS Low-Medium

PURPOSE

To assess participants' understanding of the status of the women worker.

To dispel the myth that "Things are getting better."

43

LOGISTICS

Total group, initially
Small groups 4 - 5 for discussion

MATERIALS

Statistical questionnaire
Newsprint and markers
Answers to questionnaire on newsprint

Time Required

30 - 60 minutes

PROCESS

1. Facilitator instructs participants to complete the questionnaire individually.
2. Facilitator posts correct answers on newsprint. In small groups, participants note discrepancies between their responses and the posted data.
3. Facilitator leads group in processing data. Some suggested questions are:
   a) Where did you get your information?
   b) What was on your mind as you were trying to decide on the answers?
   c) Are there any surprises? Where? Why?
   d) How do you feel about or react to data like this?

Credit: Mary M. Campbell & Robert W. Terry, Handbook of Training Activities to Combat Sexism in Education.

STATISTICAL QUESTIONNAIRE

		Answer
1.	____% of physicians are women.	Less than 10%
2.	____% of dentists are women.	Less than 1%
3.	____% of engineers are women.	About 3%
4.	____% of business executives are women.	About 3%
5.	Median income of women with college degrees is $_____.	$8,156
6.	Median income of men with college degrees is $_____.	$13,264
7.	____% of women who are physicians are in a field other than pediatrics or OB/GYN.	Infinitesimal -- can't be measured
8.	In 1970 _____ in 10 Ph.D.s were granted to women. Fewer than in 1940.	1 in 10
9.	In 1955, women's median earnings as a proportion of men's was 63.9%; in 1970 it was _____.	59.4%
10.	While more women than men are teachers in public and elementary schools, less than _____% of principals and other supervisors were women in 1970-71.	20%
11.	The Equal Rights Amendment was introduced in _____ and was passed by Congress in March 22, _____. It must be ratified by _____ states.	1923 1972 38
12.	Only _____% of women earn over $10,000 as compared to 40% of men.	7%

Statistics from U.S. Department of Labor

APPENDIX

AN INDEX FOR EDUCATORS

	ALWAYS	SOMETIMES	SELDOM	NEVER
1. Do I generally ask boys to do heavy work and perform executive duties?				
2. Do I generally ask girls to do light work and secretarial chores?				
3. Do I pity girls who are unable or unwilling to be fashionable?				
4. Do I pity boys who are unable or unwilling to be athletic?				
5. Do I react negatively to boys who have long hair?				
6. Do I react negatively to girls who wear slacks?				
7. Do I stereotype women as housewives, mothers, or workers in menial or supportive positions?				
8. Do I use slang terms such as sissy, fag, tomboy, chick, etc.?				
9. Do I say, "Boys shouldn't hit girls," "Ladies before gentlemen," "Ladies don't talk that way," or similar statements?				
10. Do I feel it is more important to help boys sort out career options than it is to help girls?				
11. Do I tend to discipline girls verbally and leniently?				
12. Do I tend to discipline boys physically and harshly?				
13. Do I encourage boys to be chivalrous?				
14. Do I reward boys and girls for different things?				

	ALWAYS	SOMETIMES	SELDOM	NEVER
15. Do my methods of reward differ?				
16. Do I display affection and displeasure in the same ways toward boys and girls?				
17. Do I group students according to sex (i.e., lines, teams, projects)?				
18. Do I expect behavioral differences in boys and girls? (Boys to be loud and rough, girls to be more quiet and gentle?)				
19. Do I expect a difference in academic preference between boys and girls? (Boys favoring math and science, girls preferring reading and art?)				
20. Do I give boys more instruction or guidance time?				
21. Do I involve fathers as much as mothers in my communication with the students' homes? (Scheduling of parent/teacher conferences when fathers are available?)				
22. Do I encourage friendships between the sexes? (Assign joint projects, group class according to interest?)				
23. Do I accept and encourage an equal display of anger and pain in boys and girls? (Girls fighting, boys crying?)				

A PRELIMINARY GUIDE TO THE ASSESSMENT AND EVALUATION OF SEXISM IN EDUCATIONAL CONTEXTS

by Norma D. Feshbach, Ph.D.

Instructions: Listed below are a sampling of attributes, behaviors, and characteristics which may or may not be descriptive of the school you are observing. For each separate item there are two alternatives. If your observation is roughly appropriate to the Non-sexist choice, put an NS on the dotted line. Conversely, if the Sexist alternative is more descriptive of your local situation, put an S on the dotted line. Gradually, in the course of making your observations, a Non-sexist or a Sexist profile of your school will emerge.

Teacher Expectation and Behavior

	Non-Sexist	*Sexist*
-------	The teacher responds to the language usage of boys and girls similarly.	The teacher allows boys greater freedom to use poor grammar, profanity, rough language and slang than is allowed girls
-------	The teacher expects and allows boys and girls to be equally aggressive and/or dependent.	The teacher permits different dimensions of behavior from the two sexes.
-------	There are consciousness-raising activities in the classroom, e.g., games, projects.	There are no consciousness-raising activities in the classroom.
-------	Use of non-sexist terminology and language is encouraged.	Use of sexist terminology and language is not discouraged, i.e., mankind.
-------	There are no differential discipline practices for the two sexes.	The teacher utilizes different discipline practices for boys and girls.

Reprinted from *Educational Horizons*, Spring 1975. If this instrument is used as part of any community action or research endeavors, we would appreciate being informed as to its use and any findings. Write or contact Dr. Norma Feshbach, Department of Education, University of California, Los Angeles, Los Angeles, California 90024.

Curricula and Classroom Organization

	Non-Sexist	*Sexist*
-------	Textbooks, picture books and other written materials are non-sexist.	Textbooks, picture books and other written materials are less carefully screened.
-------	Boys and girls have equal access to all play materials in the classroom.	Boys and girls do not have equal access to all play materials in the classroom.
-------	Children are encouraged to engage in activities in the classroom independent of sex appropriateness.	Children are discouraged from certain activities in the classroom on the basis of sex.
-------	There are pictures of women in non-stereotyped vocational roles in the classroom.	The pictures of women displayed in the classroom are role stereotyped.
-------	The students are not seated according to sex in the class.	Students are seated in the class according to sex.
-------	The practice of having boys sit with girls as a punishment is outlawed in the classroom.	Boys are punished by making them sit with girls.
-------	There are boys and girls in the classroom.	There are only children from one sex in the classroom.

School Practices

	Non-Sexist	*Sexist*
-------	Shop classes are integrated.	Shop classes are attended primarily by boys.
-------	Home economics classes are integrated.	Home economics classes are attended primarily by girls.
-------	Students have free access to all classes.	Students are denied free access to certain classes.
-------	A clearly articulated policy regarding pregnant students.	Students are suspended or expelled because of pregnancy.

Sports and Athletics

(These items are equally applicable for debating, music, journalism, dramatics, and other extracurricular and school activities.)

	Non-Sexist	*Sexist*
-------	Student-coach ratio similar for males and females.	Student-coach ratio is dissimilar for males and females.
-------	Total money spent for sports similar for males and females.	Total money spent on sports dissimilar for males and females.
-------	Pay scales similar for male and female coaches.	Differential in pay scale for male and female coaches.
-------	A fair proportion of sports [is] integrated.	Almost no integrated sports activities.
-------	Late bus is available for girls as well as boys.	Late bus is not available for girls.
-------	Gym facilities are equal.	Gym facilities are unequal.

Personnel and Other Important Adults (Male to Female Ratio)

	Non-Sexist	*Sexist*
-------	Teacher ratio is within 40-60% for each sex.	Teacher ratio is higher than 70% for either sex.
-------	The ratio for principals in the district is 40-60% for each sex.	The ratio for principals in the district is higher than 70% for each sex.
-------	30% or more of the parents who attend Parent-Teacher Association meetings are fathers.	Less than 25% of the parents who attend Parent-Teachers Association meetings are fathers.
-------	The school has a number of room parents who are fathers.	The school has almost no room parents who are fathers.

Counseling

	Non-Sexist	*Sexist*
-------	Presence of a file on careers for women, including information on women's groups.	Absence of a file on careers for women, including information on women's groups.

	Non-Sexist	*Sexist*
-------	Discussion groups for both sexes on careers and alternative futures.	Exclusion of one sex in discussion groups on careers and alternative futures.
-------	The school invites women professionals to discuss their careers.	The school does not invite women professionals to discuss their careers.
-------	Birth control counseling is given to both males and females.	Birth control counseling is given primarily to girls.
-------	Birth control information available.	Birth control information not available.
-------	Availability of sex education programs run by professionals.	Sex education programs not available.
-------	Evaluation and avoidance of sex-typed vocational instruction.	Use of sex-typed vocational instruction, such as having only girls listen to lectures on secretarial careers.

Community and Parent Activities

	Non-Sexist	*Sexist*
-------	Parents engage in discussion groups regarding elimination of sexism.	There are no parent discussion groups regarding elimination of sexism.
-------	Parents and staff exchange ideas, observations, materials on non-sexist programs.	There are no discussions between parents and staff on non-sexist programs.
-------	Legislative information regarding VII and VIII of the Public Health Service Act of 1971, Title IX of the Education Amendments of 1972, and the Affirmative Action Guidelines of Office of Civil Rights (Westervelt, 1974) are available and well publicized.	Legislative information regarding VII and VIII of the Public Health Service Act of 1971, Title IX of the Education Amendments of 1972, and the Affirmative Action Guidelines of Office of Civil Rights (Westervelt, 1974) are not available or are available but not publicized.

Library (Resources of library include)

	Non-Sexist	*Sexist*
-------	Materials on women's organizations are available.	Absence of materials on women's organizations.
-------	Availability of non-sexist literature and bibliographies, e.g., *Little Miss Muffet Fights Back.*	Absence of non-sexist literature and bibliographies.
-------	Availability of non-sexist math books.	Absence of non-sexist math books.
-------	Availability of non-sexist social studies books.	Absence of non-sexist social studies books.
-------	Availability of non-sexist chemistry books.	Absence of non-sexist chemistry books.
-------	Availability of non-sexist readers.	Absence of non-sexist readers.
-------	Availability of non-sexist career education for women books.	Absence of non-sexist career education books.
-------	Availability of books on women's liberation.	Absence of books on women's liberation.
-------	Availability of books by female writers.	Absence of books by female writers.

Reactions and Further Actions

Completion of the Assessment and Evaluation Schedule is only the first step. If a number of individuals participated in the survey, a compilation of the group's responses should be undertaken if at all possible, reported, distributed and discussed at a parent-staff discussion group, at a PTA meeting, or at a community-advisory council meeting. The participants can then assess whether the degree of sexism in the school, as reflected in the sexism scale, is compatible with the values of the school and community. Discrepancies between the assessed school situation and family values can afford the participants interesting feedback information and help determine where change efforts should be concentrated. There are commissions, organizations, task forces, workshops and other resources at the federal, state and local levels which can provide assistance and facilitate in the process of change. While completion of this instrument is but a first step in the process of awareness, the greater consciousness that may ensue from its use can facilitate the ascent to a more equitable and fulfilling stage for personkind.

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Dr. Feshbach's earlier experience in the educational profession includes positions as nursery school teacher, clinical psychologist, lecturer, assistant professor, clinical and research consultant, and research associate in schools and colleges in several states. A popular speaker and a prolific author, she is author or co-author of numerous papers that she has delivered to groups in the behavioral sciences area and of articles published in professional journals. Many of Dr. Feshbach's articles have been reprinted in books.

A member of two national honorary societies, Delta Phi Upsilon and Sigma Xi, Dr. Feshbach also is a member of numerous professional and civic associations and has been recognized by inclusion in several biographical directories of distinction. She has been a member of the California Legislature's Advisory Committee on Early Childhood Education, of the Program Review and Research Advisory Committee for the ASUCLA Child Care Center, and of the Committee to End Violence Against the Next Generation (EVAN-G). Her last article for Educational Horizons, *"How Not to Succeed in the Professions Without Really Trying," was in the Winter 1973-74 issue.*

SEX DIFFERENCES IN ACADEMIC ABILITY AND SCHOOL ACHIEVEMENT

The Problem of Sex Differences in Academic Ability and Achievement

Sex differences in mental ability and achievement are extremely difficult to pinpoint and explain. Even if one can decide how to define and measure a particular ability or trait, the resulting evidence is often confusing, contradictory, or incomplete. When clear sex differences are observed, numerous alternative theories are offered to account for them. Do they result from genetic differences, differences in how males and females are treated, or, as in many cases, differences resulting from the interaction of heredity and environment? Or do observable differences merely reflect test error, sampling bias, and subjective interpretation?

The amount of material relating to sex differences in mental ability and in achievement is voluminous and growing larger every day. No article can describe it all. In a simple and objective way, this article is designed to summarize basic information about three questions important for educators:

- Do girls have more verbal ability than boys?
- Do boys have more mathematical ability than girls?
- Is one sex more likely to achieve in school than the other?

Verbal Ability in Girls and Boys

According to most reports, girls tend to have more verbal ability than boys. Girls speak sooner and are more verbally responsive than boys during their early years. They also read sooner and better in a variety of instructional approaches. Boys, it should be added, are far more likely to have speech defects than girls. A ten-year longitudinal study in Los Angeles, California, found that girls as a group read better than boys in every elementary grade, while boys tend to have more problems with articulation, pronunciation, and phonetic sounds than girls. Surveys indicate that four times as many boys are referred to remedial reading clinics as girls.

Certain studies report that these sex differences diminish in high school, while others indicate that females increase their verbal superiority with age. Some researchers attribute this discrepancy to sex differences in specific types of verbal ability. According to other studies,

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females perform better than males on "low-level" tasks, such as verbal fluency and spelling, while boys excel in "high-level" tasks, such as verbal comprehension and reasoning. Consequently, sex differences in verbal ability may depend on the type of skills being tested. On the other hand, there are studies which contradict this theory, indicating female verbal superiority at all levels.

Despite differing interpretations and combinations of evidence, most studies report that girls tend to have more verbal ability than boys.

Why do girls show more verbal ability than boys? Research suggests several possible genetic reasons for female superiority in verbal tasks. Girls are more physically and mentally developed at birth than are boys; moreover, they mature earlier than boys. As a result, at an early age, they have better speech, better eye-hand coordination, and better control over finger and wrist movement than boys. Such maturity, it is claimed, gives girls a decisive advantage in learning to read and write. Many boys, on the other hand, lacking such physiological maturity, become frustrated and discouraged in elementary school. Most studies report that boys catch up with girls in physiological and mental development between adolescence and adulthood, although girls retain their superiority in manual dexterity.

Differences in the treatment of girls and boys may accentuate developmental differences. For example, such "feminine" activities as sewing and dressing dolls may help girls to increase their developmental advantage in the control of hand and wrist muscles. Boys, on the other hand, may receive little training in their games for such finely coordinated movements as writing.

Some researchers argue that school is a "woman's world" which favors girls and blocks boys, particularly in reading and other verbal tasks. In their view, the school rewards such "feminine" standards as propriety, obedience, decorum, cleanliness, silence, and mental and physical passivity, while punishing such "masculine" traits as assertiveness, activity, and curiosity. Consequently, they conclude, many boys experience role conflicts and exhibit their confusion and fear through disruptive behavior and reading failure. Other researchers reply that, if the schools do reward passivity while punishing curiosity and activity, students of both sexes are hurt.

Many studies have attempted to discover whether teachers treat girls better than boys, particularly during reading instruction. Seventy percent of the elementary teachers in an extensive ten-year longitudinal study indicated that they preferred to teach girls. Does this preference indicate sex bias or sex differences in behavior? Some studies conclude that teachers rate boys lower than girls because boys are more aggressive and disruptive. Felsenthal (1971), for example, found that boys received more teacher criticism and lower reading scores than girls, but that boys were also more likely to be hostile and aggressive and therefore more likely to be criticized.

Other studies report that teachers are more likely to reject, ignore, and criticize boys than girls; but that they are also more likely to call on boys in class and accept their ideas. Other sources argue that boys are discouraged and treated unfairly by their teachers. In a 1960 study of grades four through six, teachers rated the behavior and achievement of boys lower than that of girls. Similarly, in the same study it was reported that girls were more likely than boys to think that their teacher felt favorably about them. These results are particularly significant, since the study also revealed that the more favorably children think their teachers feel about them, the more likely that they will perceive themselves in a favorable manner, achieve well academically, and show positive classroom behavior.

In summary, while teachers often rate girls higher than boys, there is very little evidence that they treat boys unfairly, particularly during reading instruction.

Mathematical Ability in Girls and Boys

Until about the fourth grade, girls and boys show essentially the same mathematical ability. Thereafter, according to most research, mathematical skills among boys increase more rapidly than among girls, with boys excelling in "higher-level" skills, such as arithmetic reasoning and problem solving, and girls in "lower-level" skills, such as basic numerical computations. In high school, boys generally score higher than girls on mathematical tests and are more likely to continue their study of mathematics throughout high school and in college.

Why do boys have more mathematical ability than girls? Studies reveal very little evidence of inherent sex differences in mathematical ability. Some researchers point to male superiority in spatial ability as an indication of genetic differences. Spatial ability--or the ability to perceive figures and objects in space and how they are related to each other--is an integral part of mathematical ability. Beginning in adolescence and continuing throughout adulthood, males tend to show greater spatial ability than females. While some studies attribute these sex differences to heredity, others cite environmental influences; e.g., boys take part in more spatially oriented games than do girls; and/or girls are taught to use symbols sooner than boys and, as a result, lack the concrete experiences necessary for developing spatial ability.

In addition, according to some sources, girls are discouraged from achieving in mathematics. Traditionally, they explain, mathematics has been more closely related to the male sex than to the female sex. Analysis and reasoning skills have been generally perceived as "masculine" traits. Consequently, according to these sources, many girls fail to develop their mathematical ability in order to conform to the feminine stereotype.

A significant study of sixth-graders in 1967 seems to support this theory. Though few sex differences in mathematical ability were found in this study, striking variations were revealed when mathematical ability was compared to feelings of personal worth. The higher the male achievement in mathematical ability, the greater was his sense of personal worth. The higher the female achievement in mathematics, the lower were her feelings of self-worth. These findings suggest that many girls consider mathematical ability to be a desirable personal trait.

Sex Differences in School Achievement

Most sources report that girls achieve better than boys in elementary and junior high school. Among elementary children, girls are more likely than boys to be enrolled above their modal grade; whereas, boys are more likely than girls to be enrolled below their modal grade. For the most part, girls receive better grades than boys in elementary and junior high school, with the differences gradually disappearing toward graduation from high school.

After high school, boys are more likely than girls to attend and graduate from college. In 1970, for example, the proportion of female college students was 44 percent in the first two years of school, 39 percent in the second two years, and 30 percent in the fifth year and higher. Longitudinal studies report that females are more likely than boys to drop out of undergraduate and graduate programs.

In 1960, Shaw and McCuen revealed the existence of sex differences in patterns of underachievement. Among bright children (IQs over 110) who attended school in the same district from grades one through eleven, males had been obtaining grades below their ability levels since the first grade. Female underachievers, on the other hand, performed well from the first grade through the fifth grade, but showed a drastic drop in their grades at the sixth-grade level. These girls continued to perform below their ability through high school.

Do sex differences in achievement follow a pattern? As suggested by the Shaw and McCuen study, girls tend to show higher school achievement during elementary school and often during junior high school. Thereafter, boys as a group catch up with girls and often surpass them in measures of school achievement. A 25-year longitudinal study illustrates this pattern. Males in the study increased their IQ scores more from adolescence to adulthood than did women. In fact, there was a tendency for women with high IQ scores at adolescence not to increase their scores as much as others in the study.

Why does this pattern occur? Certainly, maturation differences account for part of this pattern. Girls mature sooner than boys; but between adolescence and adulthood, boys make up this mental and physiological

difference. Moreover, during this later period, boys begin to make better grades and frequently equal or surpass girls in other measures of school achievement.

Some researchers argue that girls are discouraged from achieving during adolescence. According to their findings, children and youth learn appropriate sex roles as they develop, with boys learning to be strong, active, aggressive, and competitive and girls learning to be passive, weak, and dependent. During adolescence, when girls and boys are struggling to understand what it means to be women and men, many girls shy away from those traits which society does not consider "feminine." Consequently, according to literature in this area, girls place less interest and effort on activities leading to achievement and more effort and interest on activities leading to positive relations with the opposite sex.

Dr. Matina Horner, who has been studying achievement motivation among females for many years, reports that many women are afraid of success. Women do not desire failure, explains Dr. Horner, but they desire to avoid the negative consequences of success, such as social rejection and/or feelings of being "unfeminine."

Many studies have attempted to test Horner's theory. Several of these indicate that women avoid success only in situations involving competition or those involving masculine tasks. Other investigators have not found such avoidance of success among women. Lunnewood and Rosenwood, for example, found no evidence of female avoidance of success and attributed the results to "the breakdown of sexual stereotypes, with men more concerned with loving and close interpersonal relationships and women more concerned with pride in school and work achievement."

RESEARCH STUDIES WITH IMPLICATIONS FOR EDUCATORS/PARENTS

Lewis M. Terman[1] - Gifted women do not achieve prominence in professional and managerial occupations to the same degree that men do. Terman's book, THE GIFTED CHILD AT MID-LIFE: THIRTY-FIVE YEARS' FOLLOWUP OF THE SUPERIOR CHILD, reports on his longitudinal study of over 1,300 intellectually gifted men and women. The subjects were ten years old when the study began. Today, 86 percent of the gifted men in the study have achieved prominence as professional leaders and managers. Of the gifted women in the study who were employed, 37 percent were nurses, librarians, social workers, and noncollege teachers. Twenty percent were clerical workers. Only 11 percent are in the higher professions of law, medicine, university teaching, engineering, science, economics, and the like. A staggering 61 percent of these highly gifted women are full-time homemakers.

Matina S. Horner[2] - The majority of women have a "motive to avoid success." Noted sociologist and president of Radcliffe College, Dr. Horner's research on females' "motive to avoid success" shows how women perceive intellectual competition, independence, and competence as masculine characteristics. Because of their social conditioning, they try to avoid these characteristics.

Vivian P. Makosky[3] - For women, success in competitive situations may produce negative social sanctions. This study is very similar to the Horner research. The hypothesis was that for women, success in competitive achievement situations may produce negative sanctions, resulting in a motive to avoid success.

Carol K. Tittle[4] - The presence of sex-role stereotyping in tests from four major publishers is documented. Research conducted by Dr. Tittle of the City University of New York examined two aspects of sex discrimination in achievement tests: language usage and item content. In addition, occupational interest inventories were examined for restriction of individual choice.

Robert Rosenthal and Lenore Jacobson[5] - Teachers' expectations strongly influence students' achievements. In a famous study which drew nationwide attention, these researchers proved that people usually do what is expected of them. Their book, PYGMALION IN THE CLASSROOM, reports on their experiment in which a group of elementary school children were labeled "gifted" to their teachers when in fact these students were randomly selected. Some were below average, some were average, and some above average. Eight months later these "magic" children showed significantly greater gains in IQ than did the remaining children who had not been singled out for the teachers' attention. The change in the teachers'

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expectations regarding the intellectual performance of these allegedly special children had led to an actual change in their performance. The implications of this study for the education of girls are that social expectations which surround students strongly influence their outcomes.

Paul Torrance[6] - Differing treatment of boys and girls can limit them in aspiration and achievement. For more than a decade, Paul Torrance, a psychologist interested in creativity, has been conducting useful experiments with young children. Using a Products Improvement Test, he asked first-grade boys and girls to make toys more fun to play with. Many of the boys refused to play with the nurse's kit, protesting, "I'm a boy!" A few creative boys turned the nurse's kit into a doctor's kit and were free to think of improvements. Experiments with third, fourth, and fifth graders using science toys verified "the inhibiting effects of sex-role conditioning." Girls were reluctant to play with the science toys at all, thinking them unfeminine. Torrance's experiments show how different treatment of boys and girls can limit then in aspiration and achievement.

Eleanor Maccoby[7] - Effects of a working mother on her children are dependent on many factors. From her research, Maccoby concludes that some mothers should work while others should not, and the outcome for the children depends upon many factors other than the employment itself. Some of these factors are: the nature of the mother's motivation to work, the mother's skill in child care and that of her substitute, the presence or absence of tension in the home, the quality of the time the mother spends with her child.

Footnotes

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A bright woman is caught in a double bind. In achievement-oriented situations she worries not only about failure but also about success.

AN EXCERPT FROM "FAIL: BRIGHT WOMEN"

by Matina Horner

Eleanor Maccoby has suggested that the girl who is motivated to achieve is defying conventions of what girls "should" do. As a result, the intellectual woman pays a price in anxiety. Margaret Mead concurs, noting that intense intellectual striving can be viewed as "competitively aggressive behavior." And of course Freud thought that the whole essence of femininity lay in repressing aggressiveness (and hence intellectuality).

A bright woman is caught in a double bind. In testing and other achievement-oriented situations she worries not only about failure, but also about success. If she fails, she is not living up to her own standards of performance; if she succeeds she is not living up to societal expectations about the female role. Men in our society do not experience this kind of ambivalence, because they are not only permitted but actively encouraged to do well.

The motive to avoid success. I define it as the fear that success in competitive achievement situations will lead to negative consequences, such as unpopularity and loss of femininity.

I administered the standard TAT achievement motivation measures to a sample of 90 girls and 88 boys, all undergraduates at the University of Michigan. In addition, I asked each to tell a story based on the clue described before: "After first-term finals, John (Anne) finds himself (herself) at the top of his (her) medical-school class." The girls wrote about Anne, the boys about John.

Their stories were scored for "motive to avoid success" if they expressed any negative imagery that reflected concern about doing well. Generally, such imagery fell into three categories:

1. The most frequent Anne story reflected strong fears of social rejection as a result of success. The girls in this group showed anxiety about becoming unpopular, unmarriageable and lonely.

   > Anne is an acne-faced bookworm. She runs to the bulletin board and finds she's at the top. As usual she smarts off.

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A chorus of groans is the rest of the class's reply. She studies 12 hours a day, and lives at home to save money. "Well, it certainly paid off. All the Friday and Saturday nights without dates--I'll be the best woman doctor alive." And yet a twinge of sadness comes thru--she wonders what she really has.

Although Anne is happy with her success she fears what will happen to her social life. The male medical students don't seem to think very highly of a female who has beaten them in their field.... She will be proud and successful but alas a very lonely doctor.

Anne doesn't want to be number one in her class--she feels she shouldn't rank so high because of social reasons. She drops down to ninth in the class and then marries the boy who graduates number one.

Anne is pretty darn proud of herself, but everyone hates and envies her.

2. Girls in the second category were less concerned with issues of social approval or disapproval; they were more worried about definitions of womanhood. Their stories expressed guilt and despair over success, and doubts about their femininity or normality.

Unfortunately Anne no longer feels so certain that she really wants to be a doctor. She is worried about herself and wonders if perhaps she isn't normal.... Anne decides not to continue with her medical work but to take courses that have a deeper personal meaning for her.

Anne feels guilty.... She will finally have a nervous breakdown and quit medical school and marry a successful young doctor.

Anne is pleased. She had worked extraordinarily hard and her grades showed it. "It is not enough," Anne thinks. "I am not happy." She didn't even want to be a doctor. She is not sure what she wants. Anne says to hell with the whole business and goes into social work--not hardly as glamorous, prestigious or lucrative; but she is happy.

3. The third group of stories did not even try to confront the ambivalence about doing well. Girls in this category simply denied the possibility that any mere woman could be so successful. Some of them completely changed the content of the clue, or distorted it, or refused to believe it, or absolved Anne of responsibility for her success. These stories were remarkable for their psychological ingenuity:

> Anne is a code name for a nonexistent person created by a group of medical students. They take turns writing exams for Anne....
>
> Anne is really happy she's on top, though Tom is higher than she--that's as it should be.... Anne doesn't mind Tom winning.
>
> Anne is talking to her counselor. Counselor says she will make a fine nurse.
>
> It was luck that Anne came out on top because she didn't want to go to medical school anyway.

First I put all of the students together in a large competitive group, and gave them a series of achievement tests (verbal and arithmetic). I then assigned them randomly to one of three other experimental conditions. One-third worked on a similar set of tests each in competition with a member of the same sex. One-third competed against a member of the opposite sex. The last third worked by themselves, a non-competitive condition.

One way of avoiding this problem is to use each subject as his own control; that is, the performance of an individual working alone can be compared with his score in competition. Ability thus remains constant.

Performance changed dramatically over the two situations. A large number of the men did far better when they were in competition than when they worked alone. For the women the reverse was true. Fewer than one-third of the women, but more than two-thirds of the men, got significantly higher scores in competition.

These findings suggest that most women will fully explore their intellectual potential only when they do not need to compete--and least of all when they are competing with men. This was most true of women with a strong anxiety about success.

FACTS THAT EDUCATORS SHOULD KNOW ABOUT WOMEN WORKERS

Statistics for the myths were furnished by the U.S. Department of Labor, Employment Standards Administration, Women's Bureau, Washington, D.C. 20210.

The Myth and the Reality

The Myth	The Reality
A woman's place is in the home.	Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; labor-saving devices have lightened or eliminated much work around the home. Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.
Women aren't seriously attached to the labor force; they work only for extra pocket money.	Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 4.7 million had husbands with incomes between $3,000 and $7,000.*
Women are out ill more than male workers; they cost the company more.	A recent Public Health Service study showed little difference in the absentee rate due to illness or injury; 5.6 days a year for women compared with 5.2 for men.
Women don't work as long or as regularly as their male coworkers; their training is costly--and largely wasted.	A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a work-life expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

*The Bureau of Labor Statistics' estimate for a low standard of living for an urban family of four was $7,386 in autumn 1972. This estimate is for a family consisting of an employed husband aged 38, a wife not employed outside the home, an 8-year-old girl, and a 13-year-old boy.

The Myth	The Reality
	Studies on labor turnover indicate that net differences for men and women are generally small. In manufacturing industries the 1968 rates of accessions per 100 employees were 4.4 for men and 5.3 for women; the respective separation rates were 4.4 and 5.2.
Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.	There were 19.8 million married women (husbands present) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs. Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.
Women should stick to "women's jobs" and shouldn't compete for "men's jobs."	Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.
Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.	Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million women held professional and technical jobs; another 1.6 million worked as nonfarm managers and administrators. Many others hold supervisory jobs at all levels in offices and factories.
The employment of mothers leads to juvenile delinquency.	Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.

The Myth	The Reality
Men don't like to work for women supervisors.	Most men who complain about women supervisors have never worked for a woman. In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers. In another survey in which 41 percent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

WHAT YOU SHOULD KNOW ABOUT WOMEN[1]

Labor Force Participation Rates, Age 16-64, 1975[2]

(Percentage of the population in or seeking paid employment)

White men	86.8	White women	53.3
Black men	76.8	Black women	53.9

Percentage of Workers Full Time, Age 16 and Over, 1975[3]

White men	91.8	White women	74.9
Minority men	91.5	Minority women	81.7

Median Earnings Year Round, Full-Time Workers, Age 14 and Over, 1974[4]

White men	$12,104	White women	$6,823
Black men	8,524	Black women	6,258

Weekly Earnings, Full-Time Workers, May 1974[5]

White men	$209	White women	$125
Minority men	160	Minority women	117

Unemployment Rates, 1975[6]

(Percentage of persons in the labor force who are unemployed)

White men	7.2	White women	8.6
Black men	14.7	Black women	14.8
Teenage white men	18.3	Teenage white women	17.4
Teenage black men	38.1	Teenage black women	41.0

Occupations of Employed Men and Women by Race, 1974[7]

	white		minority	
	men	women	men	women
Total employed				
thousands	47,340	29,280	5,179	4,136
percent	100	100	100	100
Professional and technical	15	15	9	12
Managers and administrators	15	5	5	2
Sales workers	6	7	2	3
Clerical workers	6	36	7	25
Blue-collar workers	46	15	57	20
Service workers	7	19	15	37
Farm workers	5	2	4	1

Source: *"...To Form a More Perfect Union..." Justice for American Women.* Report of the National Commission on the Observance of International Women's Year, 1976.

Why Women Work[8]

In 1973:

23 percent were single;

19 percent [were] widowed, divorced, or separated; and

29 percent had husbands earning less than $10,000.

Working Mothers and Their Children, March 1974[9]

43 percent of all married women (husbands present) were working.

46 percent of all women with children under 18 were working.

63 percent of all working mothers [had] children between 6-17 years.

19 percent of all working mothers [had] children under 3 years.

62 percent of mothers without husbands were working.

6.8 million families, 12 percent of all families, were headed by women in 1974 (between 1970 and 1974, the number increased by over 1 million).

Children of Working Mothers, March 1974[10]

5.1 million women in the labor force in March of 1974 had children under 6 years of age.

26.8 million children had working mothers.

6.1 million children with working mothers were under the age of 6.

4.6 million children had working mothers who were heads of households.

913,000 of the 4.6 million children whose working mothers were heads of households were under 6 years of age.

The estimated number of day care slots in 1972 was 1 million.

Footnotes

1. Comparable figures are not available for Spanish origin, Asian-American, and American Indian women. Sections on each of these groups follow using available data. See Part V for recommendation of Commission on collection of data.

   Where available, data for black women and men are included in the first sections. In some cases, only figures for all minorities are available and are used (blacks constitute 89 percent of minorities).

2. U.S. Department of Labor, Employment and Earnings, Jan. 1976, table 1 and unpublished data.

3. *Ibid.*, tables 1 and 5.

4. U.S. Department of Commerce, Bureau of the Census, "Money Income in 1974 of Families and Persons in the United States," Current Population Reports, Series P-60, No. 101, Jan. 1976, table 67.

5. Department of Labor, Women's Bureau, *Handbook on Women Workers, 1975*, table 51.

6. U.S. Department of Labor, Employment and Earnings, Jan. 1976. table 1 and unpublished data.

7. U.S. Department of Commerce, Bureau of the Census, "The Social and Economic Status of the Black Population in the United States," 1974. Special Studies, Series P-23, No. 54, tables 48, 49.

8. Department of Labor, Women's Bureau, *Handbook on Women Workers, 1975*, chart L.

9. Department of Labor, Women's Bureau, *Handbook on Women Workers, 1975*, pp. 3, 20, 25, 26.

10. *Ibid.*, pp. 4, 30, 35.

FACTS ABOUT WOMEN WORKERS

1. *Women work because of economic need.*

   a) Nearly two-thirds of all women workers either are single, divorced, or separated, or else they have husbands who earn less than $7,000 per year.

   b) Frequently the wife's earnings are needed to raise a family out of poverty. In husband-wife families 13 percent would have incomes below $4,000 if the wife did not work; 4 percent are still below $4,000, even when the wife works.

   c) One out of nine White families is headed by a woman. One out of three "minority-group" families is headed by a woman.

2. *Women earn less than men.*

   a) The average woman worker earns 57 percent as much as a man does, even when both work full time year round. This gap is widening: in 1958, the average woman worker earned 64 percent as much as the average man worker.

   b) White men who work full time for a year earn almost $10,000. "Minority-group" men earn almost $7,000. White women earn about $5,700. "Minority-group" women earn just over $5,000.

   c) Full employed women high school graduates earn less than fully employed men who have not completed elementary school.

   d) Starting salaries of college graduates are lower for women than for men.

3. *The average woman worker is as well educated as the average man worker.*

   The average woman worker and the average man worker each have completed a median of 12.4 years of schooling.

4. *The percentage of women who work is increasing.*

   In 1940, 28.2 percent of all American women worked, as did 8.6 percent of women with children under 18 years of age.

   In 1950, 33.9 percent of all American women worked, as did 21.6 percent of women with children under 18 years of age.

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In 1960, 37.8 percent of all American women worked, as did 30.4 percent of women with children under 18 years of age.

In 1972, 43.9 percent of all American women worked, as did 42.9 percent of women with children under 18 years of age.

5. *Day Care facilities are inadequate for working mothers.*

In 1972, working women had almost 5.6 million children under 6 years of age. Licensed day care centers in 1972 could accommodate only 905,000 children.

6. *The proportion of professional and technical workers who are women has decreased.*

In 1920, 44.1 percent of all professional and technical workers were women.

In 1930, 44.8 percent of all professional and technical workers were women.

In 1940, 41.5 percent of all professional and technical workers were women.

In 1970, 38.0 percent of all professional and technical workers were women.

In 1972, 39.3 percent of all professional and technical workers were women.

7. *Women make up a small percentage of many important professions.*

9 percent of all scientists are women.

7 percent of all physicians are women.

3 percent of all lawyers are women.

1 percent of all engineers are women.

1 percent of all federal judges are women.

8. *The percentage of women in the teaching profession is decreasing.*

In 1920, 26 percent of American teachers were women.

In 1930, 27 percent of American teachers were women.

In 1940, 28 percent of American teachers were women.

In 1970, 22 percent of American teachers were women.

9. *The percentage of women holding advanced degrees has decreased.*

In 1920, 15.1 percent of all Ph.D.'s awarded went to women.

In 1930, 15.4 percent of all Ph.D.'s awarded went to women.

In 1940, 13.0 percent of all Ph.D.'s awarded went to women.

In 1950, 9.6 percent of all Ph.D.'s awarded went to women.

In 1960, 10.5 percent of all Ph.D.'s awarded went to women.

In 1970, 13.3 percent of all Ph.D.'s awarded went to women.

Footnotes

1. U.S. Department of Labor, Employment Standards Administration, Women's Bureau, *Underutilization of Women Workers* (Washington, D.C.: the Bureau, 1971), p. 1.

   U.S Department of Labor, Employment Standards Administration, Women's Bureau, "Twenty Facts on Women Workers" (Washington D.C.: the Bureau, February 1973).

2. Ibid.

   Underutilization of Women Workers, pp. 5, 13.

3. "Twenty Facts on Women Workers."

4. U.S. Department of Commerce, Bureau of the Census, *Labor Force, Employment, and Unemployment in the United States, 1940 to 1946.* Current Population Reports, Labor Force Bulletin, Series P-50, No. 2 (Washington, D.C.: the Bureau, 1946), table 1, p. 3. (Percentages based on information given.)

   U.S. Department of Labor, Bureau of Labor Statistics, *Handbook of Labor Statistics, 1971* (Washington, D.C.: the Bureau, 1971), table 1, p. 26.

   U.S. Department of Labor, Bureau of Labor Statistics, unpublished information.

5. U.S. Department of Labor, Employment Standards Administration, Women's Bureau, "Day Care Facts" (Washington, D.C.: the Bureau, 1973), pp. 1, 2.

6. U.S. Department of Commerce, Bureau of the Census, *Occupational Trends in the United States, 1900 to 1950.* Working Paper, No. 5 (Washington, D.C.: the Bureau, 1958), table 4, p. 9.

Handbook of Labor Statistics, 1971, Table 6, p. 36. (Percentages based on information given.)

U.S. Department of Labor, Bureau of Labor Statistics, unpublished information.

7. *Underutilization of Women Workers*, p. 10.

8. *Occupational Trends in the United States, 1900 to 1950*, table 6b, p. 22. (Percentages based on information given.)

   U.S. Department of Labor, Bureau of Labor Statistics, unpublished information.

9. U.S. Department of Health, Education, and Welfare, Office of Education, *Digest of Educational Statistics* (Washington, D.C.: National Center for Educational Statistics, 1972), table 102, p. 86. (Percentages based on information given.)

SEVEN DEADLY HALF-TRUTHS ABOUT WOMEN

by Joan Crowley, Teresa E. Levitin and Robert P. Quinn

The trouble with women employees is that they just aren't serious about their work. Employers would be happy to promote women to challenging jobs if only women wanted them. Women like mindless tasks, right? Wrong.

The American man works to support his family, to contribute to society, to find his place under the sun. He wants a job that challenges him intellectually. Above all in our achievement-oriented society, he wants to get ahead. The American woman works for pin money. She does that only when she has to. She is indifferent to intellectual challenge, not interested in finding work that contributes to her identity. What concerns her are friendly co-workers and whether or not she gets home in time to fix dinner.

These stereotypical views of working men and working women in our society may at first seem innocuous. But they become dangerous when used to relegate women to second-class employment, to justify low salaries and poor working conditions. Such stereotypes can wreak psychological destruction as well: if a woman incorporates them into her self-image she may accept discrimination without complaint and limit the development of her abilities.

If this stereotype of the American working woman is valid, we may assume that occupational segregation by sex is the result of a natural or self-selection. If, on the other hand, the stereotype is inaccurate, this would suggest that occupational segregation is the result of discrimination by employers.

We took the stereotype apart and identified seven central beliefs about women on the job. Then, to check the accuracy of those beliefs, we analyzed the data from a nationwide probability sample of 539 working women and 933 working men.

To understand sex differences in work attitudes, we considered both early childhood socialization and adult experiences. To test the stereotypes, we first determined if in fact women and men differ in their attitudes. When we found a significant difference, we controlled on the factor--such as job demands or marital status--that we felt was most likely to affect that job attitude, to see whether the sex difference persisted.

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1. *American Women Work Just for Pin Money.*

This belief is a cornerstone of the stereotype of the American working woman. It presupposes that men in the U.S. support women economically. It suggests that a husband's income provides the basics for family life--housing, transportation, clothing, food, medical expenses--while a wife's income, when there is any, provides such extras as a second car or new curtains for the living room. Employers acting on this belief thus justify assigning men to better, higher-paying jobs and bypassing women employees. The earnings of men, they reason, are more critical to the essentials of their families.

Our data indicated that about two in every five U.S. working women are economically independent of men. A third of the women in our sample were the sole wage earners in their households. An additional eight percent--not sole wage earners--reported that they earned the bulk of their families' incomes.

We also found evidence that the wages of working women provided the necessities rather than the frills of family living. Among the high-income working families we interviewed, the percentage of women workers was low. But among families whose annual incomes fell under $5,000, 57 percent of the workers were women.

2. *Women Would Not Work if Economic Reasons Did Not Force Them into the Labor Market.*

This belief about the motivation of working women would seem to follow from the evidence just presented. The thought is that since economic necessity does force some women to work, those who do work do so only for the money. Neither personal involvement, nor the desire to do a good job for its own sake, nor any other intrinsic satisfaction motivates women on the job, according to this stereotype, and they are not interested in performing above minimally acceptable standards.

This belief makes as little sense for women as it does for men. Both sexes can be motivated to work for many reasons that are not mutually exclusive. Demonstrating that someone works for economic reasons in no way rules out the possibility that other motives also influence his or her choice of whether to work or not.

To test this stereotype, we asked: "If you were to get enough money to live as comfortably as you would like for the rest of your life, would you continue to work?" Seventy-four percent of the men indicated that they would continue to work, while 57 percent of the women said they would. Most of this sex difference resulted from responses by married women. Single women did not differ significantly from men in the percentage who said they would continue to work in the absence of economic need.

Why the low frequency of *yes* answers from married women? We suggest that married women in our society have well-defined, socially approved alternatives to work--the roles of wife and mother, which provide great psychological rewards. Men and single women do not have such alternatives. Even so, we consider it remarkable that half of the wives in this sample would work without economic need, thereby rejecting the pressures to be wives and mothers only.

3. *Women Are More Concerned than Men with the Socioemotional Aspects of Their Jobs.*

The usual implication here is that women let emotional ties with co-workers interfere with their performance on the job. According to the stereotype, women are more concerned with making friends and general socializing on the job than they are with getting their work done.

To find what factual basis there was for this belief, we asked men and women workers to rate the importance to them of four facets of their jobs: "My co-workers are friendly and helpful"; "I am given a lot of chances to make friends"; "My supervisor is very concerned about the welfare of those under him"; and "My supervisor is competent in doing his job." (The male researchers who wrote these items have promised never again to assume that only men are supervisors.)

We found only one significant sex difference. More women (68 percent) than men (61 percent) indicated that it was very important to them that their co-workers be friendly and helpful.

We also note here that women, like men, attached more importance to having a competent supervisor than they attached to having a nice supervisor who was concerned with the welfare of subordinates.

4. *Women Are More Concerned than Men with the Hygienic Aspects of Their Jobs.*

Women are supposed to be fastidious and less tolerant of dirt and uncomfortable surroundings than men. They are also supposed to be less tolerant of inconvenience on the job. Women--especially those who work for pin money--can afford to be fussy in their job requirements and can shop around for jobs that meet their criteria. This self-selection would account in part for the over-representation of women in office jobs and for their scarcity in skilled labor, factory shift-work, and other dirty, off-hours work. Legislation and union agreements that prohibit women from lifting things over a certain weight, or from working certain hours, for example, reinforce this tendency.

Underlying this belief is the general assumption that women are more interested than men in what Frederick Herzberg, Bernard Mausner, and Barbara Snyderman have called the "hygienic" aspects of work. Data from our study provided some support for this assertion. When we measured the desire for a hygienic job by the importance workers attached

to good hours, pleasant physical surroundings, and convenient travel to and from work we found that women attached significantly more importance to each of these facets than did men. Moreover, when we compared men and women in terms of their actual physical surroundings, hours, etc., the initial sex differences remained. Thus we cannot conclude that women value these commodities more because they do not have them.

5. Women Are Less Concerned than Men that Their Work Be Self-actualizing.

This belief, like some of the others that shape the stereotype of the American working woman, suggests that women are less involved in their work than men are--that they view their work as just a job, rather than as a career. The idea is that women have no particular desire for meaningful work because their other social roles provide abundant opportunities for self-actualization and personal gratification.

We asked workers to rate the importance of the opportunity to develop one's special abilities through work, the importance of interesting work, and the importance of opportunities to do the things that one does best. Men and women in our sample indicated approximately equal concern about meaningful work.

6. Women Are More Content than Men with Intellectually Undemanding Jobs.

Here we have the rationale for placing women in routine, repetitive, uninspiring jobs. According to the stereotype, women are more likely than men to be satisfied with these jobs. After all, the logic goes, women invest their energies in the roles of wife and mother, and hence aren't interested in challenging work.

Our data completely failed to support this belief. We determined which persons in our sample actually held intellectually demanding positions by asking them to rate their jobs according to such criteria as "requires that you keep having to learn new things," "requires that you do a lot of planning," and "allows you a lot of freedom and creativity." Women, we found, were underrepresented in intellectually demanding jobs. Only 37 percent of the women indicated that they held such jobs, in contrast to 55 percent of the men.

We next asked workers how satisfied they were with their jobs, and, again, women were less satisfied than men. But this sex difference disappeared when we controlled for the intellectual requirements of the work. Unstimulating jobs are equally disagreeable for both sexes.

7. Women Are Less Concerned than Men with Getting Ahead on the Job.

The lure of promotion, with its attendant increases in pay, status and responsibility, is supposed to encourage hard work and extra effort. A person who is not interested in promotion--a woman, for instance, according to this stereotype--will put forth only the minimum effort acceptable to his or her employer. As a result, the employer will

justifiably restrict this person to a poorer job. Neat reasoning, perhaps, but we found little evidence to support it.

Initially, a significant difference appeared between men and women in whether they ever wanted to be promoted (64 percent of the men versus 48 percent of the women). But desire for promotion turned out to be largely a result of *expectation* of promotion. When we took the current job situation into account, women want promotions as much as men do--*when they think they have a realistic chance of being promoted*. Their apparent lack of ambition is not a personality trait, but a result of their restriction to dead-end jobs (two-thirds of all the women never expected to be promoted). We would guess that to avoid frustration, women, like men in the same situations, scale down their ambitions.

Thus, we end up with a picture of American working women that is more complex than the stereotypes warrant. We found that American women do *not* work for pin money, even though married women would be somewhat less inclined to work if economics did not force them to. We found that women are not more satisfied with intellectually dreary jobs although they are overrepresented in such positions.

Women do appear to be more concerned with the hygienic aspects of work and with the friendliness and helpfulness of their co-workers. But women are not less interested in self-actualizing work than men are, nor are they less interested in being promoted. The belief that women--or men--would trade challenging jobs for cleaner offices is simply not true. The same person can value both social and intellectual activities.

Overall, we found more on-the-job similarities between men and women than differences. It would be easy to explain more differences since the socialization processes that separate men and women from childhood on are bound to lead to typical differences in personality makeups. But socialization does not stop in adulthood. Individuals continue to learn and to react, and their attitudes and motives change in response to new experiences and demands.

The "average woman" is a statistical creation, a fiction. She has been used to defend the status quo of the labor market, on the assumption that knowing the sex of an employee reliably predicts his or her job attitudes. This assumption is false. Knowing that a worker is female allows us to predict that she will hold a job in a "woman's field," and that she will be substantially underpaid for a person of her qualifications. But knowing that a worker is female does not help us much to predict what she wants from her job.

Although the stereotypes of the American working woman are not completely false, they are false more often than not and their application to a particular woman in disregard of her personal qualifications is discriminatory. Employers can no longer justifiably hide behind the skirts of ill-founded stereotypes.

HOW WORKERS RATE EACH JOB FACET

		very important	somewhat important	not important**
Socioemotional Aspects of Job:				
My co-workers are friendly and helpful.*	men	61	28	11
	women	68	22	10
I am given a lot of chances to make friends.	men	45	29	26
	women	43	32	26
My supervisor is very concerned about the welfare of those under him.	men	48	28	24
	women	54	27	19
My supervisor is competent in doing his job.	men	59	25	16
	women	65	20	15
Hygienic Aspects of Job:				
The hours are good.*	men	46	25	29
	women	61	25	15
The physical surroundings are pleasant.*	men	38	35	27
	women	43	36	21
Travel to and from work is convenient.*	men	42	30	29
	women	55	28	17
Self-Actualization and Job:				
I have an opportunity to develop my own special abilities.	men	65	20	15
	women	60	21	19
The work is interesting.	men	73	17	10
	women	73	17	10
I am given a chance to do the things I do best.	men	56	29	16
	women	52	28	20

*Sex differences on starred items are statistically significant.
**The "not too important" and "not at all important" categories have been collapsed.

READING 8

A PERSPECTIVE ON THE NEED FOR NONSEXIST CURRICULUM

One of the major accepted goals of education is to put all children in complete possession of their abilities and talents, to develop these to their fullest potential, and to instill in them a recognition of the dignity and worth of each individual. A curriculum is designed with this goal in mind and in an attempt to prepare children effectively for their later life roles. Course offerings and requirements, lesson plans and textbooks form the conscious and deliberate materials of an education. But from a child's peers, from the teacher's examples and responses to the child's behavior, and through the enforcement of school rules and traditions, an additional set of messages (the "hidden curriculum") emerges which has a powerful impact on the students and which, more than any course content, shapes their behavior, emotional reactions, and self-concept. One of the strongest messages of the hidden curriculum outlines proper sex-role behavior.

All cultures assign different activities, jobs, characteristics, and attitudes to males and females. As children are taught to behave in sex-appropriate ways, they also learn to perceive and to respond to themselves as male or female. But in spite of this universal distinction between male and female, the specific activities and characteristics attributed to each sex in different cultures run the gamut of human behavior. Characteristics regarded as female in one culture may be found to be "male" in another. We have sufficient evidence now to know that we *learn* sex roles, and that sex-role differences are cultural creations.

We teach that males are and should be aggressive, independent, nonemotional, logical, direct, adventurous, and physically strong; that females are and should be responsive, passive, tactful, gentle, religious, weak, and in need of security. While few of us fit the stereotypes, we accept them as the conscious and unconscious models for appropriate sex-role behavior, and even when we "rebel" we measure ourselves against them.

Ours is a world of rapid change. Today, however, sex-stereotyped behavior is status in a changing world; even the roles which once were supportive of societal needs have become dangerously limiting. We live in a world where the fear of overpopulation makes it important that families choose whether and when to have children, and one where the availability of birth control makes that choice possible. It is no longer a biological given that most of a woman's adult life will be spent in childbearing. For instance:

- The average woman now lives to be 74 and has her last child at 26.
- 9 out of 10 girls now in school will work at some time in their lives.

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- 38 percent of the current labor force in the United States is female.
- 40 percent of all women of working age work (see "The Status of Women" in this packet.)

Changing patterns in marriage now involve men in the raising of children and in domestic chores and responsibilities; similarly, women are often heads of households--either through divorce, separation, widowhood, or by choosing to bear children out of wedlock. The work week is shorter and labor increasingly automated and alienating. Yet we continue to raise boys to believe that their status and self-worth are measured by their job success and that child-rearing is a woman's task; and we continue to raise girls to believe that marriage and child-rearing are their sole functions and roles. The stereotypes, outmoded and unrealistic as they are, still persist in the media and in our minds.

Real freedom from restrictive sex-role stereotypes is not possible until all the institutions affecting a child's development change. In a child's life, the major socialization factor outside the family is the educational system. In spite of the agreed and professed goals of our educational institutions, the actual message we give children limits them. Research has shown that girls suffer a loss of potential, a sharp drop in academic involvement, and a loss of self-esteem throughout their school years, and come out of schools ill prepared for their occupational and economic roles. To avoid this, and to make the educational system supportive of each child's unique abilities and characteristics, there will have to be changes in curriculum, counseling, administration and teacher training. Key to all these changes is the teacher. As Florence Howe wrote:

> Teachers control the atmosphere of the classroom, the use of materials, the design of curriculum. They are powerful agents for change if only they will understand the use of that power. When a teacher in a second grade class asks for "two strong boys" to carry boxes, and closes her eyes to the reality that many seven-year-old girls are taller and stronger than boys at that age, she also reinforces the stereotype of female helplessness.

The stereotypes will persist until students learn to see the false and relative nature of sex-role stereotypes, develop a critical sense of, and are able to see the contradiction between, the stereotypes and their own experiences and abilities, and are able to recognize and question prevailing stereotypes. This is the task ahead for our schools, to help students see themselves with unlimited potential and opportunity, and to appreciate and respect others for their unique and *human* characteristics.

AVOIDING SEX-ROLE STEREOTYPING IN GUIDANCE AND COUNSELING

The meaning of counseling varies somewhat depending on whether it is being applied to basic education (K-12) or to higher education. In the first 12 grades, counseling is frequently considered one part of a broad guidance theory. This may include: the choosing of programs of study, the selection and scheduling of courses, maintenance of study records, college and/or job placement, counseling for personal and/or learning problems, health care, and discipline. These activities are normally conducted by an identifiable team of professionals called the pupil personnel staff.

Often, institutions of higher education have no coordinated program of counseling services. Health services are available from the infirmary. Academic counseling is a function of the dean's office (usually delegated to individual faculty advisers). Personal counseling may be accessible either through a counseling center or, recently, through a student-staffed hot-line facility. The college placement office maintains career-related credentials. Rarely are more than two or three of these activities integrated.

Because of these differences, it is helpful to consider this aspect of education separately for basic and for higher education.

* * * * *

Virtually all secondary schools and many elementary schools provide some guidance services for their students. This means that their guidance functions are likely to touch all students at some time or another--in the form of career counseling, testing, personal consultation, or some other way. It is extremely important that neither the methods nor the tools show sex bias. Following are some of the elements of guidance which should be reviewed. Where bias is found, appropriate remedial action should be taken.

- All students should be encouraged to consider seriously all programs of study, and to make choices based on their interests and talents rather than on their sex.
- Students should not be discouraged from taking any class because of their sex.
- Students should be encouraged to consider career options not traditionally associated with their sex. (This should occur not only in individual counseling late in high school, but also in

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Reprinted from Chapter VI, *Self-Study Guide to Sexism in Schools* (1977). Pennsylvanians for Women's Rights and the Pennsylvania Department of Education.

a coordinated career development program beginning at least as early as the middle years.)

- Career materials should be free from sex bias.
- Work/study experiences should not be assigned on the basis of sex, either in terms of who participates in the program or in terms of the particular type of work assigned.
- Vocational preference tests should not have separate forms or separate marking keys for females and males.
- Every standardized test should state clearly the population on which it was normed (including sex breakdown) and the uses to which it may validly be put.
- Standardized test items should avoid sex stereotypes in the content of problem statements.
- Personal counseling should place emphasis on individual characteristics rather than traditional masculine or feminine roles.
- Unless there is a medically certified health danger, guidance personnel should make every effort to keep pregnant students in regular school programs and to provide special guidance where necessary.
- A student or the student's parents have the right to examine that student's school records. This option should be exercised to review records for sex-biased comments, test results, and/or interpretations. The ruling provides that student or parental consent should be obtained before records are released to other parties.
- College counseling should provide the student with knowledge of different types of postsecondary programs and institutions.
- Special programs (such as role model seminars and workshops on family relationships, career aspiration and career problems) are provided to help overcome the effects of past discrimination.

* * * * *

The fact that institutions of higher education may not have a coordinated guidance program frequently makes guidance harder to examine at that level. Academic advising, for example, probably assumes as many different forms as there are advisers. This diversity in itself is a problem for those who fear that the practice of tracking women out of certain curricula is as common in higher as in basic education. The following considerations should provide an initial profile of college and university guidance and counseling:

- Academic, career and personal counseling should be available to all students.
- Career counseling should reflect on awareness of the changing roles of and expanding opportunities for women.
- All students should have access to both female and male counselors.
- Sex-biased vocational inventory tests (those with separate forms for women or items depicting sex stereotypes) should not be used.
- Personal counselors should not have disciplinary functions.
- Counseling for all students should be confidential.
- Every effort should be made to give academic, personal and vocational advisers an understanding of the changing role of women and to assure advising which is free of sex bias.
- Specially designed programs on career aspirations and future vocational problems should be available for women.
- Medical services should be conducted in an atmosphere of privacy and records should be confidential. Medical personnel should develop a sensitivity to sexist behaviors.
- Medical services should include: gynecological care, pregnancy testing and counseling, prenatal care; venereal disease testing, treatment and counseling; contraceptive counseling and prescription (for both men and women); educational programs on rape, abortion, sexuality and contraception.

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Additional Resources

"Realistic Counselling for High School Girls," by Iris M. Tiedt. The High School Counselor 19:3 (May 1972), 54-6.

"Sexist Counseling Must Stop," by Jo-Ann Gardner. Personnel and Guidance Journal 49 (May 1971), 705-13.

Training Woman to Know Her Place: The Social Antecedents of Women in the World of Work, by Sandra and Daryl Bem. Office of Information and Publications, Pennsylvania Department of Education, Harrisburg, Pennsylvania.

"A Woman's Place: Children's Sex Stereotyping of Occupations," by Nancy Schlossberg and Jane Goldman. Vocational Guidance Quarterly 120:4 (June 1972), 266-70.

Woman's Place - Options and Limits in Professional Careers, by Cynthia Fuchs Epstein. Berkeley: University of California Press, 1970. $6.95. (Also available in paperback.)

ACTIVITIES TO ELIMINATE SEX-ROLE STEREOTYPING

Classroom Practices

1. Be continually aware of sexist roles and bring them up for class discussion when appropriate rather than making a big deal of them at infrequent times. Make "awareness" an everyday thing.

2. Check your classroom management practices. Do you line up the sexes separately? Expect boys to carry equipment, girls to take notes?

3. Reappraise your expectations for sex-role behavior--are girls admonished to be "ladylike" and boys discouraged from showing their feelings?

4. Encourage students to enroll in nontraditional courses.

5. Invite speakers to the class who represent sex-fair behavior (e.g., representative from NOW; women in powerful, influential positions; men in helping roles).

6. Utilize values clarification exercises* with the course content so that students may become aware of their feelings and values regarding sexist attitudes and behaviors.

7. Suggest nontraditional as well as traditional careers to your students and counselees as you discuss futures and scheduling.

8. Computer-based guidance systems provide nonbiased delivery of occupational choices. Encourage your school system to incorporate such hardware in their career guidance program.

Media Study

1. Tape a minimum of five radio or television commercials which do one of the following:

   - Portray women's delight in housework
   - Use women to sell certain products
   - Suggest that women will have a "new life" if they use the product

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*See Resources listed on page 98.

- Show women or men in traditional roles of breadwinner and housewife

Use in classroom discussion.

2. Go through your friendly grocery store shelves and note names of household products. Explain why you think such labels and names are used. Select your own names for products. Design a realistic commercial.

3. Go through record albums or listen to the radio and find current or past songs which portray women in traditional roles or women as inferior. Tape or write down the words and discuss.

4. Ask students to follow a comic strip or television program for two weeks and summarize the treatment of male and female characters.

Evaluating Materials

1. Analyze nursery rhymes or children's stories which include women alone or both men and women (boys and girls). Write down and explain the role played by each one. What does this imply?

2. Rewrite two fairy tales without discrimination.

3. Have students view books and materials critically for sex-role stereotyping. First, they should develop criteria.

4. Reverse conventional male and female images in a reading exercise. Have students respond to specific questions.

5. Ask students to edit, revise, or illustrate sections or chapters of textbooks so they exclude male and female stereotypes and present an inclusive portrayal of women.

6. Call students' attention to books that treat girls and women unfairly; that portray males in unrealistic situations.

7. Write to publishers and have students do it also when offensive material is discovered.

8. Modify language in existing tests.

   a) Change modes of address for men and women--identify women by their first name, not their husband's; use "Ms" unless the woman requests otherwise.

   b) Change masculine terminology--use "humanity" instead of "mankind"; use "person, persons" instead of "man, men"; use "she/he" or "women/men" for both sexes.

9. Modify the teacher's manual to include women in the examples of questions, problems. Make sure men and women have equal status in role.

10. Counselors should be aware of stereotyping in their materials, particularly as they affect career and life-style options for their women students, and as the materials limit the vocational interests and aspirations of both sexes.

Focusing on Stereotypes

1. Make up a list of ten verbal expressions or cliches and discuss how they involve the traditional view of women. Do the same for men.

2. Administer a questionnaire to test people's attitudes on masculinity and femininity. Sampling should include a wide range of ages and occupations if possible. Compile data and report findings to the class.

3. Have the students go on a treasure hunt (one to two weeks after school) to see if they can find in their neighborhoods:

   - Woman working at a construction site
   - Male nurse
   - Man cooking dinner at home
   - Television commercial of a woman doing a "man's job"
   - Television commercial of a man doing a "woman's job"
   - Magazine pictures of role reversal

4. Identify typical male and female careers. List reasons (if you can!) why a man or a woman could not do that job, why they don't do them more.

5. Have girls carry in equipment and do the "boys' jobs" in the classroom and vice versa.

6. Review list of chores at home for sex bias. Discuss in class.

7. Have students make list of:

   - Jobs they think boys should do when they grow up
   - Jobs they think girls should do when they grow up

List them on the board in two columns. Discuss why and how these could be interchanged. Bring in salary differences--same job but different pay because of different titles for men and women; differences in requirements, etc.

8. Have students name "boyish" behavior traits and "girlish" behavior traits. Discuss stereotyping.

9. Let the boys come ahead of the girls into the room and reverse other treatment shown to both boys and girls.

10. Make a collection of pictures of people in various occupations. Sort them in class as to traditional roles. Discuss possibilities of opposite sex doing the job. Have students write about jobs traditionally done by males and females that they (opposite sex) might enjoy. Talk about feelings. What might happen if you did that?

11. Develop a series of controversial statements regarding traditional sex roles. Students agree or disagree and explain why. Have them develop other statements.

    Examples: Girls aren't good at sports.
    Big boys don't cry.
    Men are only successful if they bring home the bacon.
    Women with children shouldn't have jobs.

12. Have students make collages showing how they view men and how they view women. Discuss the collages. Explain and discuss.

13. Study living women and men who are breaking sex-role stereotypes. Have the class write biographies or do interviews.

14. Be sure wall displays are nonsexist. Show men and women, girls and boys in nontraditional as well as traditional roles.

15. Have students do some historical research to discover women who have made contributions.

Resources

Hawley et al. *Composition for Personal Growth.* New York: Hart Publishing, 1973.

Howe. *Personalizing Education.* New York: Hart Publishing, 1975.

Simon et al. *Values Clarification.* New York: Hart Publishing, 1972.

GUIDED FANTASY

Relaxation Preparation

Before we begin today I want you to take a moment and get in the most comfortable position you can. Move your body so you can feel that if you let your legs, arms, or other muscles go completely limp they would not fall, but would remain in a comfortable position. Now close your eyes and keep them closed throughout the session so you will not be distracted by light or anything around you. Do not fall asleep, although you may feel very close to this at times. Just listen to my instructions and follow them carefully.

To prepare for the fantasy, I want you to relax and remove all muscle tension. You will quickly learn the difference between tension and relaxation as I have you tense, hold, and then relax muscle groups throughout your body. This way you will also learn how to remove and replace tension with effortless relaxation. As each muscle group is relaxed, maintain its relaxation while moving on to the next group. In this way you will arrive at a final state of deep and complete relaxation. As you become completely relaxed, you may experience pleasant and natural sensations of warmth or heaviness in your muscles.

All right. Let's begin now. With both hands resting comfortably, make a tight fist with both hands and hold it. Tighter. Feel how the muscles pull on top of each hand, in the fingers, and in the upper and lower parts of each forearm. Now relax. Let your hands and forearms drop and go completely limp. Remove the tension and replace it with effortless relaxation.

Now while keeping both hands completely relaxed, tense the biceps muscles of both arms. Hold the tension and observe how it feels as the muscles pull on top and under your arms. Now relax. Let the relaxation flow down your arms. Both arms and hands are becoming completely relaxed. Notice the difference between the tension and relaxation.

Now with your arms still completely relaxed, raise both your shoulders as high as you can. Feel the pull of the muscles across the shoulders as you raise them higher. Now relax and drop your shoulders. Allow them to sag farther and farther. Feel the relaxation spread from muscle to muscle.

Now this time tighten the muscles in your forehead and scalp by wrinkling up your forehead and raising your eyebrows at the same time. Notice the feeling of tightness and tension. Now relax. Observe how tension disappears as your brow becomes smoother and smoother.

Now squint your eyes tightly and wrinkle up your nose. Tighter, tighter. Notice the tension building in your face. Now relax. Let all

the muscles around your entire face completely relax. Experience the pleasure of calm, effortless relaxation.

Now with your mouth closed, pull back the corners of your mouth as far as you can. Feel the tension increase as you pull the corners back farther and farther. Now relax. Notice the sensation of warmth that flows into these muscles as they become more and more relaxed.

Now tense your jaw muscles by biting your teeth together. Bite hard. Notice the feeling of tightness in your jaw muscles. Now relax. Let your jaws go completely limp. Let them sag and hang comfortably relaxed.

Now push your head back as far as it will go. Hold it. Feel the tension in the back of your neck. Now relax. Let your head return to its normal position. Now bend your head forward, touching your chin to your chest. Again feel the pressure in the back of your neck. Now relax. Return your head to its normal, comfortable position, and go on relaxing.

Pay attention to your body, and if any tension has crept back into any of your muscles, notice where it is, then remove it and replace it with deep, complete relaxation.

Now take a deep breath. Fill your lungs full and hold your breath. Notice how the muscles pull across your chest, and how the tension builds. Now relax. Breathe right out and breathe normally, in and out. Notice how all the muscles of your body become more relaxed when you exhale. Go on breathing normally, easily, freely, completely relaxed.

Now making sure that your muscles remain relaxed, tighten your stomach muscles. Make them hard and hold it. Feel the tension. Now relax. Focus on the surge of relief and the complete comfort of relaxation. Notice the general sense of well-being that comes with relaxing your stomach muscles. Continue relaxing, enjoying the calm, pleasant sensations of deep, total relaxation.

Now I want you to tighten the muscles in the upper thigh portions of both legs. Feel the pressure as you tighten the top and bottom muscles of both legs. Now relax. Observe the difference between the feelings of tension and relaxation. Let your muscles go loose and heavy.

Now I want you to tighten the calf muscles of both legs. Make them tighter. Notice how they almost hurt as they tense. Now relax. Notice the relief of relaxation as you let your muscles go.

Finally, push the toes of both feet hard into the soles of your shoes so that you arch up both feet. Feel the pressure in your feet. Now relax. Let your feet go and enjoy the calmness of effortless relaxation.

Again, pay attention to your entire body. If you feel any tension anywhere, just remove it and replace it with deep, complete relaxation. You know how. Relax more and more.

BEGIN FANTASY RECALL PROCESS HERE.

Fantasy Recall

Let your memory drift back to a day in elementary school in your past. Allow yourself to fantasize if your memory fails. Find yourself now in first, second, third...any elementary grade you choose. Let the image of the experience float into your mind.

We will go through a day, a typical school day within that grade. Let's begin early in the morning. See yourself asleep in bed. Look around the room--notice the details--the pictures--the toys--the bed. Is it dark? Is it warm? Someone comes to wake you. Who is it? What do they say to you as you awaken? How do you feel as you get up and prepare to go to school?... See yourself at the breakfast table. Who is with you? Who's talking? What are you having for breakfast?

Say goodbye now and start to school.... See yourself as you start on your way.... What season of the year is it? How are you traveling to school? Are you with someone? Are you anticipating a good day or a troubled one?

As you arrive, notice how the school building looks to you. Is it old?... Inviting?... Do you like it? Be aware of what you are feeling as you approach it. Join the others on the playground now. How will you spend your time until it is time to begin the school day?

The bell rings. You and the others walk to your schoolroom where you find your teacher. Are you glad to see the teacher? Take a good look at him/her. How does the teacher look to you? Is s/he tall, short, thin, fat, friendly, grouchy? Notice his/her face, hands, clothes, etc. How does s/he smell to you? Is there a smile on the teacher's face? How do you feel about seeing him/her this morning? Do you like your teacher? Does your teacher like you?

As the school day begins, be aware of what is happening around you. Who sits near you? Are you comfortable in your place? What sounds do you hear? What do you notice with your eyes? What do you feel as you work through the morning's lessons?

As you finish your morning work, you hear a disturbance back in the corner near the door. Look over there. Who is involved? What is happening? What is the teacher doing? What are the students doing? How do you feel? The principal has heard the disturbance and enters the room to help the teacher quiet the class. Let the image of the principal enter your mind, now. Look carefully at the principal. How do you feel about his/her presence?

A spelling bee is getting underway. Some in the class are rebelling against this activity. Who are those students? Look at them, listen to them. Are you among them? How do you feel as it occurs? Who wins? Who loses?

It's lunchtime now and the teacher is preparing students to move to the lunchroom. Where will you eat your lunch--at home, at school, out of doors? Take a good look at the place where you have your lunch. Are you glad to be there? Notice it. How does it look, sound, smell? What are you having for lunch? Are you comfortable? Are you alone?

Lunch recess and the playground is crowded with other students. With whom will you spend your time? Will you play a game? Will you climb or run or hop or sit? Is it warm out? Are you glad to be outside? Are you enjoying yourself? Do you wish you could do something else? You notice the teacher surrounded by several of his/her favorite students. What a good time they are having! Will you join them? Are you one of his/her favorite students? How do you feel as you observe them?

The afternoon's activities have begun. Your favorite subject will occupy the class for the whole last hour of the day. How do you feel? What is that subject? What will you do during that hour? Will you work alone or with others? Observe yourself at your task.

As the day draws to a close, the teacher asks for volunteers for a special duty after school. Many children volunteer. Are you one of those? What will the special duty be?

You are on your way home now. Are you with others? How do you feel? Are you glad your school has ended? Are you going home? What will it be like when you get there? Who will be there? What will you do?

At dinner, you tell a favorite member of your family of one thing that happened at school that made an impression on you. Think now. Who will you tell? Go and tell them. Are they listening? How do they respond? After you have talked with them, go to your bed and lie down. Rest.... Say goodbye to your room now--and to the experience of the day. In your mind, take a snapshot of a day in junior high school...a day in senior high school...a day in college.

RETURN TO RELAXATION EXERCISE.

In a few moments I'm going to ask you to return to a normal state of waking tension. This does not mean that you will be as tense as when you came in, but just alert enough to go about the rest of the day's activities without any trouble. We'll do this gradually, so you won't be startled at all. I am going to count from four to one. When I count, you will open your eyes and feel very refreshed and relaxed, much like you'd feel if you had just awakened from a nice afternoon nap.

Okay...four...three...two...one.... Open your eyes. Just stay as comfortable as possible.